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AUTHOR	Upton, Anne L.; Barrett, Samuel L.
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ABSTRACT

Three California State Department units (vocational education, pupil personnel services, and career education) and two school districts (Fremont Unified and Huntington Beach Union High) established a consortium to develop demonstration sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and articulated a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision making course. Activities were developed to meet objectives of six components: career guidance center, career decision making, staff development/infusion, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive teacher involvement. (Appendixes include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision making materials, and Huntington Beach Union High School District's career development competency model and student assessment forms; see note for Huntington Beach's K-12 curriculum guides.) (Author/CSS)

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FINAL REPORT

Project No. 502A960015
Grant No. OEG-391-75-0089

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Operational Model for Career Development and Vocational Preparation

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Anne L. Upton
In Coordination with
Samuel L. Barrett
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

October 1978

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Anne L. Upton
In Coordination with
Samuel L. Barrett
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

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CONTENTS

		Page
I.	SUMMARY	
	A. Abstract	1
	B. Time Period Covered by Report	1
	C. Goals and Objectives of the Project	1
	D. Results: Accomplishments	2
	E. Evaluation	3
	F. Conclusions	4
	G. Recommendations	8
II.	BACKGROUND AND RATIONALE OF THE PROJECT	
	A. Background	9
	B. Problem and Need	9
	C. Goals and Objectives	15
	1. Fremont Unified School District Project	15
	2. Huntington Beach Union High School District Project	18
III.	MAJOR ACTIVITIES AND EVENTS	
	1. Fremont Unified School District Project	20
	2. Huntington Beach Union High School District Project	22
IV.	PROBLEMS	
	1. Fremont Unified School District Project	29
	2. Huntington Beach Union High School District Project	29
V.	PUBLICITY ACTIVITIES	
	1. Fremont Unified School District Project	30
	2. Huntington Beach Union High School District Project	31
VI.	DISSEMINATION ACTIVITIES	
	1. Fremont Unified School District Project	34
	2. Huntington Beach Union High School District Project	35

VII. DATA COLLECTION AND EVALUATION

1. Fremont Unified School District Project 39
2. Huntington Beach Union High School District Project 39

VIII. STAFF EMPLOYMENT AND UTILIZATION

1. Fremont Unified School District Project 40

- Summary 42

2. Huntington Beach Union High School District Project 43

- Summary 44

IX. APPENDICES

Appendix A - Final Third Party Evaluation Report

Appendix B - Fremont Unified School District Skills Assessment

Appendix C - Articulated K-12 Career Education Program Fremont Unified School District

Appendix D - Career Decision-Making, Fremont Unified School District

Appendix E - Career Development Competency Model Huntington Beach Union High School District

Appendix F - Competency Based Curriculum Guides K-3, 4-6, 7-8, 9-12 Huntington Beach Union High School District

Appendix G - Student Assesment Forms Huntington Beach Union High School District

Appendix H - Publicity, Fremont Unified and Huntington Beach Union High School District

I. SUMMARY

A. Abstract

Three California State Department units (Vocational Education, Pupil Personnel Services, and Career Education) and two California school districts have established a consortium designed to develop two demonstration sites for model career development and vocational preparation systems and staff development programs. The two school district sites are Fremont Unified School District in Alameda County and Huntington Beach Union High School District in Orange County. The two school districts represent different organizational patterns, different populations, and different types of problems and strengths. Each has implemented a number of different approaches to the implementation of this project, so that the efforts will complement each other. The final products include two models instead of one, so that districts wishing to adopt or adapt a program can choose the one most appropriate for their situation and population.

B. Time Period Covered by the Report

July 1, 1975 to June 30, 1978

C. Goals and Objectives of the Project

Because of the dual nature of this project with two school districts representing different organizational patterns, populations, and types of problems and strengths, this report will reflect the individual differences of each project site.

1. Fremont Unified School District Project

This project consisted of five basic goals/components which were:

(1) To provide administration and coordination for the project.

(2) To conduct a Battell Institute designed needs assessment.

(3) To design an operational plan to implement an articulated career education system K-12.

(4) To design and implement an internal evaluation system.

(5) To disseminate those components of the comprehensive career education system K-12 to other school districts statewide.

2. Huntington Beach Union High School District Project

This project consisted of six basic goals/components which were:

(1) To provide for administration and coordination of the project.

(2) To conduct a needs assessment.

(3) To develop a career competency model.

(4) To implement the career competency model.

(5) To provide for the articulation for career education between the two project school sites.

(6) To disseminate statewide the components of the Comprehensive Career Education System.

3. State Department of Education Component

This project is unique because of the triad nature of the consortium between three State Department Units (Vocational Education, Pupil Personnel Services, and the Career Education Unit) and two California school districts (Fremont Unified School District and Huntington Beach Union High School District).

One of the major strengths of the project has been the development of operational models that utilize the concepts that have been developed by Vocational Education, Pupil Personnel Services Unit, and the Career Education Unit of the State Department of Education. This sharing effort between the State Department of Education and the individual school district sites. The State Departments objectives in this consortium follow:

1. To provide districts coordination, assistance with program development and implementation, and assistance with staff development and evaluation.

2. To provide the Department of H.E.W., Vocational Education with liaison and coordination in conjunction with the consortium.

3. To provide for the coordination of site activities in conjunction with each site and the consortium.

4. To provide project sites with coordination, and assistance in dissemination activities.

D. Results: Accomplishments

1. Fremont Unified School District.

This project had as a central theme, the development and implementation of a career decision-making course evolved from plans made during pilot testing on a guidance system developed by the Oregon State Employment Services. During the three years of the project the following accomplishments were realized:

- Completion of a District Skills Assessment involving 537 members from the community and producing 2,020 skill statements that lie within the districts 17 goal areas. (see Appendix B.)

- Adoption and infusion into district schools a K-12 career education articulation program. (See Appendix C.)

- Implementation and refining of a semester career decision-making program at the high school level. (See Appendix D.)

- Implementation of the SEARCH program from the State of Oregon. (See Appendix B.)

- Assisting fifty-five California Schools to adopt the career decision-making activities for their schools through a dissemination plan.

2. Huntington Beach Union High School District.

This project undertook the development and articulation of a K-12 competency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district.

The major accomplishments during the three years of the project were:

- The identification of essential competencies in career education. (See Appendix E.)

- The development of competency-based curriculum guides for K-3, 4-6, 7-8 and 9-12 grade levels. (See Appendix F.)

- The ratification of the competencies identified earlier and adoption by the Board of Education. (See Appendix E.)

- The implementation of a staff development program in career education.

- The development of an articulation plan for elementary, high school and including community college.

- The development of an infusion plan for career education.

- The development and implementation of plans for dissemination on a statewide basis.

- The development of valid and reliable measures of student outcomes related to project objectives. (See Appendix G.)

E. Evaluation

1. Fremont Unified School District

Project activities were planned to meet the objectives of six components: 1) The Career Guidance Center; 2) Career Decision-Making; 3) Staff Development/Infusion; 4) Articulation; 5) Community Involvement; and 6) Dissemination. An analysis of all available data was made by the third party evaluator to determine the extent to which the stated objectives of the project were achieved. A summary of the findings which follow is presented by project component. (See Appendix A) It is a truism that the best laid plans can sometimes go awry due to unforseen conditions or happenings. Such was the case in this project with the occurrence of a teacher strike in the fall semester, affecting the outcome of a number of project objectives. Although the impact of the strike could not be precisely determined, it was obvious that it did affect objectives requiring extensive teacher involvement and participation, especially the Staff Development/Infusion and Articulation components.

In summary, the data available suggests that significant student growth occurred in the knowledge and skills of career decision-making as a result of their experience in the career decision-making class. It also suggests that these knowledges and skills were maintained over a period of time. Furthermore, there is evidence that a nine-week semester course in career decision-making may result in substantial student achievement. Although it was wished that the data could have been provided in a manner that would make possible more precise comparisons, it did provide substantial evidence of achievement of the objectives set for the CDM class. The teacher strike did have a substantial effect on the objectives of the project, particularly delaying accomplishment of greater development in the areas of infusion/staff development and articulation. However, in spite of these handicaps, a significant amount of activities were conducted and the majority of objectives accomplished.

2. Huntington Beach Union High School District.

The scheduled activities for this project were designed to meet the objectives incorporated in six components: 1) involvement in the project consortium; 2) dissemination; 3) staff development; 4) implementation; 5) articulation, and 6) assessment and evaluation of student outcomes.

With one exception, these components consisted primarily of a refinement and extension of the objectives developed during the previous year. The one exception was the dissemination component, which had as its principal objective the implementation of the demonstration workshops to be held in conjunction with the Fremont project and the State Department of Education. Activities for this project were conducted in four separate school sites, two high schools and two elementary schools. The findings which follow are summarized by component and, where applicable, are presented by individual school sites to provide a more detailed description of project accomplishments. (See Appendix A.)

Although the data were not available in the form to determine whether the growth observed was statistically significant, there was an increase at both sites in the level of student understanding following exposure to the career education unit. It was not possible to obtain a control group. Therefore, it is not possible to state conclusively that the gains observed would not have occurred in the absence of the career education experience. Although all the data available is suggestive of a worthwhile program that does produce positive results, more exact knowledge of the effects of the program will have to await further study.

F. Conclusions

In response to a joint proposal by the Bureaus ov Vocational Education, Pupil Personnel Services and Career Education Taks Force of the California State Department of Education, the U.S. Office of Education funded a three-year project to develop two demonstration models of comprehensive career education. The Fremont and Huntington Beach sites were selected for project implementation, in part, because of previously demonstrated commitment and achievements in career education. The external funding, therefore, made possible an acceleration and refinement of previous developments, as well as the development and dissemination of more comprehensive models of career education.

A detailed account of project activities and accomplishments for the first two years was presented in the annual and interim evaluation reports. A brief summary of project achievements and conclusions reached follows for each project site:

1. Fremont Unified School District

The central thrust of this project, the development and implementation of a career decision-making course evolved from plans made during pilot testing of a guidance system developed by the Oregon State Employment Service. During the first year of the project, substantial progress was made in development of the CDM course and its acceptance as an integral part of the regular curriculum. Additional achievements of the first project year included completion of a needs assessment, development of a Career Guidance Center and a design for staff development and articulation.

The second year consisted of a further refinement of activities in the operation of the Career Guidance Center and the CDM class. Initial attempts were also made at developing measures of student outcome at this time. Although significant progress was achieved by the project toward achievement of the objectives during the final year of the project, a teacher strike at the beginning of the school year did have a detrimental effect on several components, especially those related to staff development, infusion and articulation activities, all of which depended highly on teacher cooperation and participation.

Although considerable activity was catalogued for the Career Guidance Center, the lack of teacher cooperation resulted in several plans falling short of the goal. For the same reasons staff development activities achieved rather mixed results, as did some of the plans for articulation and community involvement.

The dissemination activities did provide for opportunities to reach a wider audience interested in learning of two different and distinct models of career education and were generally well-received. The comments by those attending the dissemination workshops and during on-site visits attest to the interest in and perceived value of the program.

In spite of the problems encountered and the shortcoming of several aspects of the program, the principal component of the project, the development and implementation of the Career Decision-Making class, was very successful. The results, as measured by the career decision-making skills assessment instrument, demonstrated significant growth as a result of the CDM course and the skills developed were maintained for a significant period of time.

When requested to provide an overall assessment of the project, the staff expressed strong convictions regarding the value of the project and the positive results achieved. One of the strengths mentioned was the ability to select personnel with strong interest and enthusiasm for career education. On the other hand, a weakness noted was the limited number of staff and administrators involved with a real understanding of the project.

Although successful implementation of a project can be demonstrated, great concern must be the probability of its continuation in the absence of external funding. Speaking of this concern, a 1977 report by the Rand Corporation of a four-year study of federally funded projects stated, "Projects taken seriously by district officials and school staff generally were more likely to be implemented

than opportunistic projects. But even effective implementation did not always mean that the longer term federal objective of promoting stable change in local practices was acheived. At the end of federal funding, district officials had to decide about the continuation of a change agent project. This decision was not made primarily on the basis of the projects' educational success during the period of special funding, as a "seed money" model assumes. Instead, local organizational and political factors moderate and determined the districts' commitment to continue change agent projects, even if the project had demonstrated its value."

2. Huntington Beach Union High School District.

This project undertook the development and articulation of a K-12 competency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district. A major accomplishment during the first year of the project was the identification of essential competencies in career education, and, based upon these competencies, the development of curriculum guides for K-3, 4-6, 7-8, and 9-12. During the second year, the competencies were ratified and finally adopted by the Board of Education. Concurrent with these developments, significant progress each year in staff development and articulation activities was observed as well as the development of plans for infusion, dissemination and the evaluation of student outcomes during the third and final project year.

The data collected during the final project year provided evidence of a significant amount of career education activity occurring at all four sites, as well as satisfactory achievement of most of the project objectives. Staff development efforts were well received, resulting in an expressed interest by many teaching staff to continue with infusion activities. To what extent this interest can be translated into more firm commitments and finally implementation will depend, in large measure, on administrative support and encouragement for career education.

Substantial development in articulation was accomplished during the third project year, both within and across school sites. The sharing of materials and procedures which occurred resulted in a reduction in the duplication of effort. Another, and possibly a more significant outcome of the articulation effort (one not designated as an objective of the project) was the development of a more systematic approach to registration and advisement for use by the high schools and their feeder elementary schools.

The objective for statewide dissemination of the projects was successfully achieved, with a majority of those attending providing quite favorable reactions to the workshops. A significant number of other dissemination activities were conducted, including presentations to other districts, both on and off site. With the exception of the sharing which occurred between the two high school project sites, little intra-district dissemination of project activities took place. A concerted effort to correct this should prove very beneficial and is strongly recommended, recognizing that it is not uncomon for one to be less well known or appreciated in his own backyard.

Considerable progress was achieved in infusion of career education into the total curriculum, with all teachers reporting some activities conducted. Little is known, however, beyond the number of competencies addressed, of the extent and quality of the infusion process. A continuous and extensive monitoring and in-servicing will be necessary to ensure optimum infusion of career education in the curriculum and to preclude its being viewed as a mere add-on or something which receives lip service and is quickly forgotten.

The effectiveness of any educational program is, in the final analysis, the degree to which it results in significant change in student achievement and attitude. The development of valid and reliable measures of student outcome related to project objectives are not easily accomplished. The elementary sites developed instruments at three levels to obtain measures of student awareness and understanding of career education concepts. Both elementary sites demonstrate greater student growth in career education than the control group during the first two years of the project. The results for Lamb Elementary School continue to demonstrate significant growth during the final project year, as well as showing greater growth during the final project year, as well as showing greater growth than the control school. The second elementary project school, Bushard, however, did not achieve any measureable progress during the final year.

At the high school sites, outcome measures were only available during the final project year. The data collected did reveal substantial achievement in knowledge of career education concepts and program-related information. The lack of a control group, however, precluded attributing achievement to program implementation.

At the close of the third and final year of the project, the site coordinators were requested to make their own assessments of the value of the project, its strengths and weaknesses, and prospects for future project implementation. Although these are the subjective judgements of the individuals involved, it is believed that the perceptions of those most intimately related to program implementation represent important information.

The coordinator at Edison High School expressed the belief that the project showed more positive results than anticipated, especially in changing the way students approach their education. The major contributing factor, it is believed, was the redirection of the guidance program from crisis counseling and schedule changing to a career guidance developmental approach. One positive result seen was the decrease in the number of schedule changes from 8,000 per semester at the beginning of the project to less than 1,000. Among some of the problems noted were the clerical time required in dealing with career folders, time for monitoring student activities and the scheduling of staff development activities.

The Huntington Beach High School coordinator considered the flexibility of approach allowed as a major strength of the project, enabling each school to design a program suited to their own needs. The sharing of materials and ideas by all sites was also considered as a real strength of the project. Participation in only the final two years of the project by Huntington Beach High School was a weakness noted as well as a lack of intra-district dissemination.

At the elementary level, the Lamb School coordinator expressed the conviction that the project had resulted in real growth by students in self-awareness, decision-making, career awareness and career exploration. Among the positive attributes of the program mentioned were the purchase of many materials made possibly by project funds and the change in the teaching staff from a position of "allowing" the coordinator to work with their children to one in which they expressed a desire to infuse career education in their instructional activities. The Bushard coordinator was not available to obtain a final assessment of the project.

The Third Party evaluator, after reviewing all data available, is convinced that these projects have demonstrated their value. Project participants have indicated a strong commitment to continue with many of the activities begun during the course of the projects. It is recognized that, in a time of decreasing resources, those areas requiring additional funds will have to compete with other priorities. It is hoped that the information presented will be useful in making these decisions.

G. Recommendations

1. In order to ensure long-range continuing commitment to the concepts and implementation of Career Education administrative support and encouragement must be obtained at inception of the program.

2. Successful articulation can best be achieved by first identifying a cadre of staff committed to the concepts of Career Education and employing this staff to develop an articulation process whereby materials and procedures are shared among departments, levels, and schools in a school district.

3. A continuous and extensive monitoring and in-service program will be necessary to ensure appropriate and effective infusion of Career Education in the curriculum.

4. To determine the effectiveness of Career Education programs more emphasis must be given to the development and refinement of valid and reliable student outcome measures.

5. A well designed comprehensive needs assessment must be developed and used as the basis for the establishment of Career Education goals and objectives.

6. Effective community involvement must be obtained at the inception of a career education program to reflect the needs and aspirations of the community.

7. It is essential that the guidance and counseling staff be actively involved in the development and implementation of the Career Education program to insure ultimate success of the program.

8. To more effectively measure the relative success of a career education program utilization of a control or comparison group is recommended.

9. Although large group staff development inservice meetings can be an effective method of providing information, individual or small group inservice training sessions are more effective in developing the competencies needed to implement career education.

10. An effective dissemination plan should include district wide dissemination as a prerequisite to a regional, state or national dissemination.

II. BACKGROUND OF THE PROJECT

A. Background.

In 1975-76 a joint proposal by the Bureaus of Vocational Education, Pupil Personnel Services and the Career Education Task Force of the California State Department of Education was funded by the U.S. Office of Education for the development of two comprehensive career education models that would demonstrate the integration of the various concepts and recommendations that had been generated in the California Career Development Curriculum K-adults and the Vocational Education and the Career Education Task Force monographs and recommendations. Two sites were selected. The two sites had developed unique strategies for the accomplishment of the comprehensive goals of career education and both had demonstrated the ability to develop and implement a career education program. The two sites are the Fremont Unified School District in Alameda County and the Huntington Beach Union High School District in Orange County. Each district represents a different organizational pattern, different populations and different types of problems and strenghts. Each district plans a different approach to the implementation of the project. It was hypothesized that the final products would include two models, so that districts wishing to adopt a program could choose the one most appropriate to their use.

During the first year of the project, each LEA was to prepare plans for evaluating and modifying, where needed, their career development-vocational preparation programs around the California Model of Career Development Curriculum and the State Plan for Vocational Education. Also, each LEA was to develop and implement the first phase of a competency-based staff development program related to student and community needs (as determined by needs assessment) to current program components and to project plans. Articulation with feeder elementary schools, junior high schools, and community colleges; coordination and cooperation with business and industry; and integration of already developed promising practices and programs were to be central features of the programs.

Internal and external evaluations were to provide for quality control. The external evaluator(s), in addition to participating in the palnning and structuring of each LEA's program, were to be responsible for identifying or developing appropriate measurement instruments, for varifying that the timelines have been met and that the programs have been implemented with fidelity, and for preparing objective reports concerning effectiveness of each phase of the program. The LEA's were to design and implement strong internal evaluation systems which would provide rapid feedback to decision makers and facilitate dynamic restructuring of programs in progress in order to ensure attainment of desired student outcomes. The external evaluator(s) were to serve as consultants to the internal evaluation team. All activities were to be evaluated in terms of student outcomes.

B. Problem and Need.

"It is exciting to reflect on the impleications that the concept of career education can have for change in our educational institutions and programs. By helping you think about the many options and alternatives that are available, and by helping them to make the best use of their talents, abilities, and skills, we can demonstrate the relationship and relevance of the educational process to work,

leisure, and life style choices. Now, if we can identify the basic fundamental skills as well as the job skills each student needs, and can facilitate their development at the peak of each person's interest, then career education--education for the totality of one's life experiences--will have become a reality."--Wilson Riles, Superintendent of Public Instruction for the State of California, 1974.

Jean Pieree Jardaan (1974) has noted the importance of career information being both accessible to and understandable by students. In summarizing the need for guided exploration, he writes:

"It is clear . . .that on a number of counts, many if not most 18-year-olds are poorly prepared to find and make a place for themselves in the labor market. The persistence of inappropriate and unrealistic aspirations is striking, as is the fact that job and position changes between the ages of 18 and 25 generally do not result in a job which is more in keeping with the individual's interests and abilities than previously hald jobs.

One of the reasons why high school students have problems when the leave school and enter 'the real world' appears to be that they do not know themselves and the world of work sufficiently well to make good decisions and plans."

- Student, Community, and School Institutional Problems and Needs

There is one over-arching problem to which this project was addressed: career development-vocational preparation needs of students and community needs, as well as the interrelatedness of these needs, are not adequately reflected in the thrust or effectiveness of career development-vocational preparation programs in our schools. This lack of congruence is evident in an analysis of student and community needs and career development and vocational preparation programs in the schools.

The problem/needs analysis presented here includes data and trends on national, state, and individual school district levels. The school districts referred to are the two California school districts that will be cooperating with the three units of the State Department of Education in the implementation of this project. Fremont Unified School District in Alamadea County and Huntington Beach Union High School District in Orange County.

- Student Problems and Needs

Students need career development in the form of education, guidance, and vocational education, including decision-making skills, in order to progress trhough the various stages of career development, including mobility, retraining, and job change. We need to develop in young people a sense of planfulness to prepare them for the phasing-out of occupations and for the rapid change that will be occurring. It is impossible for us to know much at this point about the world of work in the year 2020, yet students in high schools today will still be in the world of work at that time.

- Entry-Jobs Unrelated to High School Training

In a 1973-74 survey of 55,250 California high school students, 82% indicated a need for more and better career guidance. A survey of parents, teachers and students in Fremont resulted in the following areas being assigned top priority: honesty, morality and fair play; reading, writing and speaking; career and

vocational education. A survey completed by the Huntington Beach Union High School District indicated that while the district has engaged in expanded placement activities, 83% of those placed received assistance from outside school resources. Responses from graduates in the labor market indicated that 74% assumed jobs unrelated to high school training. Only 46% felt fully qualified for the job they were holding. Only 20.5% of the graduates are full-time students while 23% work full time. This indicates that 79.5% of the graduates will be in the labor force directly out of high school. Project Talent Data (Flanagan, 1972) show that only about one student in five enters the occupation he chose in high school, and that there is little stability of career choice during the five years after high school.

- Unemployment and Underemployment

The U.S. Department of Labor Publication, THE U.S. LABOR FORCE: PROJECTIONS TO 1985, projects for the year 1980 the total labor force participation rates, based on total noninstitutional population, at 57.6% for males between the ages of 16 and 19 and 41.7% for females between the ages of 16 and 19. Labor force participation for men between 20 and 24 years of age is expected to be 84.4% and for women between 20 and 24 years of age, 57.8%.

A special labor force report from the U.S. Department of Labor indicated that in January 1973, about six million persons were employed in different occupations from those in which they were working in January 1972. As age of worker increased, occupational mobility rates declined; over 70% of all occupational changes were among young workers, even though such workers constituted less than 40% of the unemployed at both dates. Mobility rates reflect the large numbers actually in the labor market. They do not reflect the large numbers of economically discouraged market. They do not reflect the large numbers of economically discouraged youth who, although they are no longer in school, are not actively seeking employment. This latter group is frequently not included in counts of unemployed. There are large gaps between the aspirations, expectations, opportunities, and actual employment. Whereas in many communities, 80% of students are in college courses, only 20% of the jobs available to entering workers require a college education (Borow, 1973). The effects of the subtle but pervasive influence of messages communicated by the culture through mass media, advertising, agency and institutional images, discourage many students, especially minority groups and female students, from seeking the training and employment to which they aspire.

A report by Prediger and Cole (1975) pursues sex discrimination in interest and aptitude tests and shows how use of these instruments tends to shape students' perceptions of sex stereotypes. A study by Hawley (1973) supports the pervasiveness of the effects of sex stereotyping of occupations. Hawley found women preparing for nontraditional careers reported that significant men in their lives believed that women could perform in these areas without jeopardizing marriage or family. Almquist (1974) reported that the factors related to women choosing male-dominated occupational roles were role models (regularly employed mother, mother with at least some college education, having held two or more different jobs, and sorority membership). Innumerable studies show that most females choose "typical" female occupations. Siegel (1973) found little overlap in the occupational choices of primary girls and boys. Bowled (1973) offers evidence that the family and the school socialize the child in such a way as to allocate attributes on the basis of SES background, thus reproducing status differences among families from generation to generation.

- Transiency, Low SES, Low Academic Skills, Minority Groups

Approximately 20% of the student body in Huntington Beach shifts out of the high school during the year. Another 10% transfers in. Thus, there is a 30% cumulative transiency rate. Increasing percentages of students are enrolling in opportunity classes, continuation schools, and evening high schools because of a need or desire to work while attending school and/or because of the discontinuities between the students' interests and needs and the opportunities they see available to them. About 46% are reading one year or more below grade level. Five picket areas have been identified as economically depressed areas by the CETA Program in Huntington Beach. Students not succeeding in regular vocational classes constitute 12.2% of class enrollments. This does not indicate failures, but students identified as needing extra assistance to become successful in class progress. 46% of students on AFDC in the district attend the target schools.

In the Fremont School District, 4.5% of high school students are enrolled in continuation school. 20% of students enrolled in vocational education are vocationally disadvantaged. 11.27% of the children enrolled in feeder schools are on AFDC; 11.3% of the target high school students participated in the NYC Program during the summer of 1974. About 13.9% of the students are members of minority ethnic groups.

A study by TSENC and Carter (1967) showed that confident high achievers are more aware of an occupation's prestige and aspire to more prestigious occupations than do the fearful low achievers. Johnson and Bachman (1971) found that high levels of unemployment among recent high school graduates were associated with low scores in academic ability and low SES. Cosby and Picon (1967) reported that occupational aspirations were affected most by SES.

- Community Problems and Needs

Lack of Fit Between Work and Workers:

One of the biggest community problems is the fact that there is a lack of "fit" between workers and work opportunities. Despite high unemployment, newspaper classified ads continue to reflect a need for workers with special skills.

Crime and Delinquency:

Communities also need to reduce the economic and social problems caused by youth unemployment. Huntington Beach District is currently involved in a project with the California Council on Criminal Justice, which is oriented toward youth crime prevention. Statistics from that project show the actual delinquency at 3.2% and the potential at 8%.

- School Institutional Problems and Needs

Programs Not Available To All Students:

The schools have tried to respond to student and community needs, but they cannot do it alone. Discontinuities between groups and/or agencies cannot be resolved by the efforts of one agency alone. Those that have tried have made some progress, but systematic planning, implementation and evaluation efforts are lacking. One of the problems have been that most school career development-

vocational preparation programs have been aimed toward specific subgroups of the population, most notably the "terminal" student who expects to enter the labor force immediately after graduation. Emphasis on salable skills has increased for these students, but is still minimal for college prep students or handicapped students.

- No Total Career Development Programs:

In a study conducted under contract with the U.S. Office of Education, the American Institutes for Research in the 1972-73 school year conducted a nationwide search for a vocational education system that included counseling, guidance, preparation, placement, and follow-through. Not one total system was identified in any school district in the United States. AIR did identify outstanding subprograms which addressed one or more of these parts of a total system, but at this writing we are not aware of any school district that has tried to put them all together.

- Programs and Program Goals Ill-Defined:

Vocational education/guidance programs are generally ill-defined. Few beginning counselors have any previous work experience; for many of those who do, the experience was a part-time one, one of limited duration, or restricted to one company or one type of work. A recent survey conducted by the Center for Contemporary Studies in San Francisco found that few of the counselor-training institutions required a course in economics. The trend of professional journals, such as the "Personnel and Guidance Journal" and the 'Vocational Guidance Quarterly,' to feature articles geared to training counselors in vocational counseling attests to the professionals' felt need for help in this area. Training programs to increase the competencies of currently employed counselors are meager and usually not specifically related to identified competency needs. Attendance at a professional convention, such as the California Personnel and Guidance Association Convention held in Los Angeles on February 14 - 17, reflects an almost desperate desire and attempt on the part of counselors to achieve the competencies that they know are needed for current career development programs.

- Lack of Knowledgeable Leadership:

There is a lack of in-house leadership in most school districts, and current budget constraints make it difficult for many districts to secure adequate consultant services. A quick check of the California Public School Directory shows a plethora of titles for district persons responsible for career education-vocational preparation programs; job descriptions are probably even more disparate than the titles. Of greater concern is the fact that the directory shows that only a small percentage of the districts identify a person whoes prime responsibility is in the area of career development-vocational preparation.

- Lack of Articulation Between School Levels:

Another obvious problem in the schools is lack of articulation between levels. Students are lost between subsystems. Attempts by the Californa Personnel and Guidance Assocation to gather data on the percentage of students going on to institutions of higher learning who persisted beyond the first quarter, with such data relating to specific high school districts, indicates an appalling lack of articulation between high schools and community and four-year colleges. The large dropout rate during the first semester of college also probably reflects a lack of articulation on these levels. This problem is particularly difficult in

union high school districts whose feeder elementary and junior high schools come from a number of independent districts. Huntington Beach is one such district.

- Lack of Articulation Between School and Community:

The gap between school and work, which reflected in a study conducted during the fall of 1974 by the Industry Education Council of California. Although a number of programs was identified as trying to improve articulation by coordinated efforts with community business and industry, in most cases this coordination was on paper only, and neither the district nor the business community evidenced a full awareness of the problems and needs of their partner agency. In only a few districts, such as Covina, Fremont, and Huntington Beach, was there evidence of real efforts at diffusion, building on successes and modifying programs in order to reach more students and also to serve community needs.

- Systemic Obstacles:

Schools' isolation from other agencies and disciplines, and their insulation against change is being addressed positively by some professional leaders, but there are still systemic obstacles that are difficult to bridge. One of these obstacles in California is a state law that requires that a teacher be assigned in the area of his major or minor training; on the face of this, the law is reasonable, but in conjunction with the teacher tenure law which grants tenure to any teacher with three years of successful assignment in a district, the administrator finds himself bound to the current curriculum with little flexibility for moving to changes from the more academic to the more vocational preparation oriented courses. The difficulty of moving from one curriculum to another, the closing of options to students, is largely a function of this rigidity of teacher assignment.

- Cost of Vocational Preparation Programs:

Another problem in the schools is the cost of tooling up for vocational preparation programs. Until or unless the schools accept a partnership with the community, it is unlikely that the current minimal levels of preparation will be increased.

Inadequate Provisions for Special Problems of Minority Groups:

Minority students and students with other handicaps are particularly disadvantaged. During the USOE study conducted by AIR (Referred to earlier in this section), the dearth of information available about placement for minority students was shocking. Unfortunately, despite federal program efforts to encourage LEA's to provide rigid evaluation systems in order to make decisions concerning continuation and modification of programs, little such evidence exists. In a study by the Industry Education Council of California, fewer than 10% of the programs identified had implemented meaningful evaluation systems.

The target high schools in Huntington Beach have 12.7% students of Spanish decent. Fremont's target school has 13.4% minority enrollment including Spanish surname, Asian, Black, and American Indian.

Although the problems and needs of youth, community, and schools addressed in this section have referred largely to California data, they can be generalized to other states, and, in most cases, to the nation as a whole. The significance of a coordinated effort to ameliorate some of these problems is in controvertible.

C. Specific Goals and Objectives

1. Fremont Unified School District Project

1.0 Administration and Coordinaton

1.1 Select and employ a site coordinator;

1.2 In conjunction with the State, establish a board of directors for articulation, coordination and cooperation among the agencies involved;

1.3 Select an external evaluator acceptable to all three units of the State Department of Education and Huntington Beach.

2.0 Conduct a Battell Institute designed needs assessment utilizing information from students, parents, representatives of business and industry, organized labor, government agencies and community service organizations in terms of desired student competencies.

2.1 Compare present competency based training programs in terms of projected career development-vocational preparation program based on needs assessment;

2.2 Compare present career clusters and career ladder concepts in relationship to the needs assessment;

2.3 Interpret needs assessment in relationship to the California Model and on the District Plan for Vocational Education.

3.0 Design an operational plan to implement an articulated Career Education system K-12 within the Irvington attendance area which will include the following activities:

3.1 Coordinate with Huntington Beach through State Department of Education leadership liaison. Include in such coordination exchange of experts, procedures and materials;

3.2 Promote cooperation between public education and manpower agencies by community involvement of students, parents, rppresentatives of business and industry, organized labor, government agencies, community service organizations and the general public;

3.3 Initiate development of meaningful articulation between feeder elementary and junior high schools and the demonstration high schools (with emphasis on what is and should be occurring in feeder schools to articulate with the high schools and building on career awareness and career exploration programs in the feeder schools), and between the demonstration high school and adult education and the local community college.

3.4 Broaden occupational aspirations and opportunities for young people by:

a. providing program components based on at least five career clusters with these career clusters developed sufficiently to serve as models of career cluster programs;

b. providing program components that reflect the career ladder concept and give students an opportunity to explore occupations at several levels;

c. providing career development and vocational preparation for students at the following functional levels: awareness, orientation, exploration, and preparation.

3.5 Create bridges between school and earning a living for young people through:

a. meaningful integration of school and community; e.g., use of community classroom, contracted instruction/exploratory, general and vocational work experience programs, and other cooperative approaches;

b. relating career awareness and exploration to whatever vocational training programs are in operation in the high school district or in the Fremont-Newark ROP;

c. relating student training programs to employment opportunities to reduce unemployment;

d. educational placement and follow-through programs which extend students' awareness of an access to a variety of training routes, and which facilitate their transition from one training institution/agency to another;

e. job placement and follow-through programs which utilize currently available manpower information and coordinate with the local Employment Development Department.

3.6 Utilize a variety of strategies and resources to insure cost effectiveness and cost efficiency such as:

a. utilizing successfully functioning program units such as ROP and work experience programs;

b. utilizing new appraoches or tested innovations which have emerged from recent research and development efforts as appropriate;

c. building California's Regional Career Resource Center concept into their plan by utilizing the products of the Model Resource Center for identification of materials, procedures, tests and measurements, etc., which would be appropriate and desirable for Fremont programs;

d. extended guidance, training and placement services for youths who have academic, socioeconomic or other handicaps;

e. development of new, cost-effective strategies to help students attain desired outcomes in all areas of career development-vocational preparation as specified in the needs assessment data.

3.7 Coordinate and cooperate with Huntington Beach through State Department of Education leadership/liaison, in order to minimize duplication of effort and development costs and to maximize utilization of plans, procedures and materials developed.

3.8 Develop an ongoing staff development plan to ensure staff competencies in planning, structuring, implementing and evaluating career development and vocational preparation programs.

3.9 Increase student attainment of desired outcomes in the areas of self-knowledge and understanding; educational alternatives; occupational training alternatives; leisure opportunities; career planning; decision making; vocational preparation; values and attitudes as they relate to job satisfaction, job mobility, and compatibility between work and worker.

3.10 Develop a cybernetic internal evaluation system which will provide for monitoring and feedback through interim reports to provide ongoing information to decision makers at each decision point (administrators, teachers, and counselors and students), thus ensuring a dynamic and effective system which is always focused on student outcomes.

4.0 Design and implement an internal evaluation system

4.1 Establish and implement procedures for monitoring progress and provide for interim modifications based on decision date, to ensure cost effectiveness. Cost effectiveness in this instance refers to outcomes being attained within the projected costs; this may require en route program modifications;

4.2 Develop an internal evaluation system which focuses on the relationship between staff competencies mastered and desired student outcomes, and which provides rapid feedback for decision makers to strengthen/modify training programs;

4.3 Establish and implement an external evaluation system which validates outcomes trhough objective assessment procedures, and which provides for periodic reports related to specified outcomes and timelines.

4.4 Cooperatively identify an external evaluator or team of evaluators acceptable to all three units of the State Department of Education and to both LEAs, who will serve as an ex officio member of the Board of Directors. Criteria for selection of the evaluator(s) will be defined by the Board of Directors.

2. Huntington Beach Union High School District

1. Identification of Student Competencies - The project participants will identify the essential competencies for a career education model for students. These competencies will be consistent with the State Plan for Vocational Education, the California Model for Career Development and local community standards. The competencies will be selected and prioritized by January of 1976.

Specific Outcomes - Specific outcomes will include:

a. The project schools and the community will be involved in the needs assessment process.

b. The committee-derived competencies will be related to the existing career education program based on the needs assessment.

c. Career cluster and ladder concepts will be related to the student competencies for later inclusion in curriculum strategies.

d. Provision will be made for articulation of the total program between all levels, school community and industry.

e. An exchange of ideas, procedures and materials will be made between the project sites and other members of the consortium.

f. Continuous monitoring will take place through an internal and external evaluation system.

2. Development of Implementation Strategies - An implementation program based on the identified competencies will be prepared which will be consistent with the plan for vocational education and the California Model for Career Development. This plan will be completed by June of 1976.

Specific Outcomes - Specific outcomes will include:

a. Community, staff and students will be involved in the design of the implementation model; this includes members representing private schools.

b. Articulation will take place in program changes which will affect feeder institutions.

c. Broadening of occupational aspirations and opportunities will be accomplished by:

1. Providing for the inclusion of a minimum of five complete cluster models as program components.

2. Providing programs which express a career ladder concept and allow students to explore several levels.

3. Provide career development and vocational preparation at the following levels: awareness, orientation, exploration and preparation. Special emphasis will be given to the economically disadvantaged student.

d. Identification of specific bridges between school and earning a living which can be broadened in implementing the curriculum.

3. Cooperation Between Agencies - The project team will utilize existing developmental resources and cooperate between agencies to ensure cost effectiveness and avoid duplication of effort.

Specific Outcomes - Specific outcomes will include:

a. Relating career awareness and exploration to whatever vocational programs are in operation.

b. Relating student training to employment opportunities to reduce unemployment.

c. Education and job placement and follow-through of students in the program.

d. Exchange of materials, information and programs will take place between members of the consortium.

III. MAJOR ACTIVITIES AND EVENTS

1. Fremont Unified School District

This project was designed to make changes in our educational system that would allow students to better prepare themselves for their life roles and responsibilities. Too many students leave our school system without any future plans or directions in their lives. This is true across the country as well as in Fremont. The billions of dollars the federal government spends annually on this youth transition from school to work is proof that this is a serious problem in our country.

To make the necessary changes in the educational system in Fremont, three major areas were identified as concerns by the project staff.

- Do we have community support?
- Will the teachers support the idea to make changes in their classes?
- Will students be given the opportunity to take responsibility for their decisions regarding future plans and the courses they plan to take?

The major portion of the project was designed to address the problems described above. The following goals were established for the project:

- Conduct a needs assessment utilizing information from students, parents, representatives of business and industry, organize labor, government agencies and community service organizations in terms of desired student competencies.
- Design an operational plan to implement an articulated Career Educated system K-12 within the project attendance area.
- Increase student attainment of desired outcomes in the areas of self-knowledge and understanding; educational alternatives; occupational training alternatives; leisure opportunities; career planning; decision-making; vocational preparation; values and attitudes as they relate to job satisfaction, job mobility, family and citizenship planning and compatibility between work and worker.

Results

The project produced the Fremont Unified School District Skills Assessment. This program involved 537 members from all aspects of the community. They produced 2,020 skill statements that our schools should be teaching in order for youth - "to make it in life". Detailed information and the final report are included in Appendix B.

The project adopted and began to infuse into district schools K-12 career education articulated program which is described in detail in Appendix C.

The project implemented and refined a semester career decision-making program at the high school level. This included implementation of the SEARCH program from state of Oregon. Appendix C details course outline, SEARCH and selected activities used in class.

As a direct result of this project, fifty-five schools in California have adapted career decision-making activities for use in their schools.

GOAL - Conduct a Community Needs Assessment

MAJOR ACTIVITIES

1975-76 -

Conducted a Community Skills Assessment as described in Appendix A.

1976-77 -

Board of Education adopted the Fremont Unified School District Skills Assessment.

1977-78 -

Skills Assessment became part of graduation requirements committee report.

GOAL - Implement an articulated Career Education System K-12.

1975-76 -

Conducted survey of student and teacher attitude towards school. Appendix D. Conducted 3-day Affective Accountability Workshop for all students, staff and personnel at Irvington High School.

1976-77 -

Began in-service program for junior high school staff. Conducted in-service workshops with selected Irvington High School personnel.

1977-78 -

Adopted articulated K-12 Career Education program as described in Appendix B. Producted Career Education in-service training for 300 teachers in Fremont Unified School District. Provided special in-service for junior high school staffs from Appalachia Educational Laboratory and the SAAS program. Dr. Vince Barry, Director of the National Center for Career Education, addressed staff and community members on career education.

GOAL - To allow students to make valid decisions about their future, the project:

1975-76 -

- Implemented a semester career decision-making program for all sophomores at Irvington High School.
- Organized the Career Guidance Center at Irvington High School by function, cluster and worker trait group.
- Implemented career guidance program at the 9th, 11th, and 12th grade levels for all students through Career Guidance Centers.

1976-77 -

- 3 day workshop for project staff and teachers will staff of the Appalachia Educational Laboratory.

- Refined career decision-making activities and grade level programs based on student evaluations and teacher observations.

- Implemented career guidance activities in all district junior high schools.

- Implemented selected career education activities in Irvington Attandance Area elementary schools.

2. Huntington Beach Union High School District 1975-76

The three major program objectives of the Huntington Beach Career Education Program were to a major degree accomplished by the end of the first year of funding. The major developments and accomplishments were: (1) the identification and organization of essential competencies for the comprehensive career education model; (2) the education, communication, and utilization of cross-sectional committees composed of staff, students, and community; (3) the development of a plan consistent with the California Career Development Model, the California State Plan for Vocational Education, and the California Career Education Goal; and (4) the development of plans for implementation the program of identified competencies to the creation of curriculum guides, implementation plans and supplementary records, and assessments for the use in the implementation plans. Those aspects of objectives that were not fully attained related to the assessment of the reaction of various participants of the developed projects, the validation of the projects with the various school and community groups, and the assessment of the validity of the guides and plans that were created for the second year of implementation.

1976-77 -

The major objectives for the second year of the program identified by the Huntington Beach Career Education Program were: (1) to validate the career education competency based model with staff, students, and community; (2) to conduct a staff development program which would develop staff competencies of project teachers for the use of the competency based curriculum model; (3) to implement the competency based model in four school settings; (4) to carry out an assessment and evaluation of competencies through specific student outcomes.

The project objectives were achieved with the competencies being ratified by the staff and adopted by the school district. Sepcific professional development programs were conducted on a regular basis with the staff. Student assessment toward specific competencies from the project model were traced. An unidentified objective of importance to the model was the beginning of dissemination of competency materials throughout the State of California. In relating to the first year interim report, the major recommendations of the report were addressed by the project staff.

1977-78 -

The major objectives for the third year of the program were: (1) to further assess student results as they relate to graduation requirements for career education in the high school district; (2) to further measure staff involvement in the implementation of the model; (3) to

provide for dissemination of the implementation of the model; (4) to show specific objectives and implementation procedures as well as basic evaluation criteria.

The project objectives were achieved with student results assessed as they relate to graduation requirements for career education in the high school district. Graduation requirements in career education were approved this past year by the Huntington Beach Union High School District Board of Trustees. The results of student evaluation indicated that improvement occurred in their knowledge and awareness of the materials that were avialable to them in career education. During the year there was great involvement of the total staff from both project sites in the implementation of career education through assessment of curriculum content to the career education competencies. There was involvement by guidance and instructional staff in inservice sessions devoted to the use and availability of career education materials resulting from this project. The third year emphasis on dissemination of the implementation model included district, state, and national demonstration activities. These resulted in numerous requests for specific inservice to districts and/or individual high schools of the career education program as well as requests for products from the project. There was an increased articulation with the elementary feeder schools involved in the project through the dissemination activities. Evaluation criteria was developed with the use of the external evaluator.

Major Activities

During the three years of funding, the Huntington Beach Union High School District joined with the Fountain Valley School District to produce a K-12 Model for Career Development. High School sites involved in the project were Edison High School and Huntington Beach High School representing the grade span of 9-12. The elementary school sites included in the project were Bushard School and Lamb School representing the grade span of K-8. The project was based at these four sites and included the full staff involvement of these schools. Staff members throughout each district had opportunities to be involved in the development of the final model. Objectives of the Project were:

1. Identify specific competencies for students needs in individual career development.

2. Develop a sequential program to deliver the competencies in an articulated model K-12.

3. Incorporate in the model existing resources and strategies for the development of plans for implementing the program of identified competencies.

4. Develop plans for implementing the program of identified competencies.

5. Validate career education competency based model with staff, students, and community.

6. Provide a staff development program.

7. Implement competency based model in school settings.

8. Assess and evaluate competencies through specific student outcomes.

9. Assess student results as they relate to graduation requirements for career education.

10. Involve staff in the implementation and infusion of career education in the classroom.

11. Disseminate model for career education.

Needs Assessment

Since the basis of effective planning and projected change must be based on qualitive baseline data, the two districts assessed all available information existing on current student progress toward individual career development. The process included:

1. Assessment of existing or easily accessible data regarding student progress toward careers.

2. Studied comparative competencies for career development. These materials were synthesized to derive essential elements which should be achieved by the districts and prioritized for implementation in the curriculum.

3. A "Fresno plan" was used to select and prioritize the specific essential competencies to be implemented by the project schools.

4. Committees were selected representing teachers, students, parents, business and industry representation. This group prioritized those competencies to be implemented in the curriculum.

Career Education Compentencies

The needs assessment provided a broad background of information for the development of the identification of specific competencies that would relate to the 16 concepts of the career education model.

Identification of Student Competencies for Career Education

A strategy was employed to use a panel of experts, a cross-sectional advisory group of elementary and high school staff members and an advisory group to identify essential competencies for career education. The product of these groups was a succinct model of essential competencies for the 16 concepts of the four major areas of career education:

(1) Career planning and decision-making; (2) Education, work and leisure alternatives; (3) life style and personal satisfaction; (4) occupational growth. The competency model, because of its many and varied inputs, is not owned by vocational education or guidance or career development separately, but its ownership is in relation to the basic curriculum of the districts and to the schools in a K-12 program.

The comprehensive career competency model is based on the belief that the educational program should promote an infusion of developmental experiences in Career Education. Career Education is not an appendage of the regular curriculum but is an infusion and integral part of the curriculum. Career Education becomes both the content and methodology of instruction rather than a particular support or additional service that is provided to the regular educational program. This principle of the competency based model is further explicated through the following six tenets:

1. Career Education should increase the awareness and aspiration of all students and expand their career options.

2. Should be an integral part of all disciplines.

3. Should develop attitudes, self-realization, development skills, human relation skills, and habits to enhance the transition to the world of work.

4. Should build bridges connecting knowledge, skills, life, and career preparation.

5. Should be sensitive to the changing inter-relations between work and leisure.

6. Developmental, continuous and flexible enough to adapt to societal changes.

Writing of Curriculum Guides

Based on the identified competencies, curriculum guides were written for K-3, 4-6, 7-8, and 9-12. These guides are organized to address each major area and each of the concepts and competencies that are particularly applicable to the age or level of educational program for which infusion is planned. They present curriculuar objectives for the competency area of the curriculum for which infusion is intended, the suggested content, a variety of learning activities and resources for infusion and assessment strategies to determine the degree to which the competency has been attained.

Ratification of Career Education Competencies

Forms were developed for each of the levels of competencies with elementary teachers responding to all competencies related to the age span in which they taught and secondary teachers responding to

randomly selected sections. Results were summarized and resulted in the adoption of the competencies by the high school Board of Education.

Staff Development

Bushard Elementary

1. Meetings held to identify priorities and expected outcomes.
2. Time-task analysis provided for implementation.
3. Planned, developed and operated a student store. Provided in-service to other schools.
4. In-serviced teachers.
5. Informal discussion of materials carried on daily with teachers.
6. Demonstrated career education lessons for 8th graders.

Lamb Elementary

1. Orientation of staff to project.
2. In-service in use of materials.
3. Core staffs reviewed and modified plans to meet desired competencies.
4. In-service on materials and procedures for 8th
5. Parent in-service to utilize career activities and materials.

Edison High School

1. Departmental in-service on use of curriculum guides.
2. Teacher visitations provided for career education programs.
3. Entire staff reviewed career education graduation competencies for infusion into instructional program.
4. Teacher advisory committee utilized for student planning and career folders.
5. Provided in-service to other schools in District.

Huntington Beach High School

1. In-service to social studies teachers on orientation to high school unit.
2. Meetings held for ratification and use of curriculum guides.
3. Held professional day program

4. Guidance staff in-service on use of materials.

5. Career center teacher and volunteer in-service.

6. Identified career education advisory group.

Assessment of Competencies Through Specific Student Outcomes

Elementary level - analysis of data indicates greater growth in knowledge and awareness of career education.

High School level - analysis of results of pre and post test data indicates students demonstrated higher awareness, knowledge, and understanding, and application of career education.

Dissemination

Please see specific heading for major activities of dissemination.

Tasks of Personnel Involved in Project

1. Project Director

   Worked with districts to determine staff members who would be involved in assessment, identified community participants, coordinated the assimilation, collection and production of assessment data, met with project site coordinators, prepared quarterly, year-end, and final reports, facilitated dissemination activities, and provided general overall administrative responsibility (including fiscal reporting) of the Part D project.

2. Secretary

   Provided clerical assistance in producing data and quarterly reports and communicating with participants in the project.

3. Site Coordinators

   Assisted in working with the staff involved in the project and assisted project director in facilitating the project. Produced products of the project to be used in infusing Career Education in the curriculum, and worked cooperatively on dissemination activities.

4. Committee Members

   Provided team effort in selection of specific competencies implemented in the instructional program.

5. External Evaluator

   Assisted in assimilation of data, designing of format for surveys and validation of final results.

Dissemination activities during the last year of the project included cooperative demonstration meetings conducted by all members of the consortium as well as some

individual efforts by the Huntington Beach Union High School District and the Fountain Valley School District project staff. These activities are further defined and described under the section of dissemination in this report.

IV PROBLEMS

1. Fremont Unified School District

- An over ambitious first year especially in attempting a massive 3-day workshop for 2,500 people. In addition, the principal, a prime mover for change, had just had an operation and taken a new job. The faculty was saying - "will the new principal make me do this?"

- A cut in Part D funds during the second year of the project eliminated plans for intensive in-service program planned for that year.

- Lack of knowledge on how to use community properly and follow-up with assessment processes.

- A 15 day teacher strike all but eliminated in-service plans for the Fall 1977 semester.

These delays prevented the project from completing some objectives originally planned. This is primarily a follow-up with schools after initial in-service career education workshops.

- Teacher moral regarding strike, cutbacks, pay, etc. was always a negative force against "something new".

2. Huntington Beach Union High School District

The following were problems and/or variations and changes that occurred during the three year project at Huntington Beach.

The original project objectives were modified in the first year of operation due to a reduction of available funds. The modified school objectives addressed the major portions of the original model with the exception of the modification of the vocational preparation model to make it consistent with the California Career Development Model as the school district related its program to the state plan for Vocational Education. During the second year the objectives varied primarily in the requirement for training a cadre of persons from other school districts, county offices, etc., for purposes of dissemination of the project model. It was felt to be more important to address measurement of student results and to obtain teacher support in the implementation of the model prior to dissemination. In the thrid year dissemination activities took place with numerous visits to school campuses and districts as well as demonstrations at professional conference. There was some problem in the initial phase of the second year in bringing staff aborard for the project due to in-house policies of personnel selection. One other high school, came on board during the second year of the project and did not progress as rapidly in their implementation because they needed to bring staff acceptance and qualifications up to the level of the original schools (Edison High School and Bushard School).

While all four schools had the major goal of infusing Career Education into the total curriculum, the techniques used by each individual school differed somewhat depending upon the staff invovled and the organizational structure of the school. During the final year of funding greater emphasis was given to the development of infusion strategies leading to the ultimate goal of Career Education becoming an integral part of the total curriculum.

V. PUBLICITY ACTIVITIES

1. Fremont Unified School District

Items that appeared in local newspapers regarding the project are found in Appendix H.

The following visited the project during the three year duration. Over 800 persons visited the project site during the 1975-76 school. The sign-in sheet was misplaced, but the following letters of appreciation were received:

Operating Engineers Local Union No. 3
Ohlone College
Fremont Medical Laboratory
Fremont-Newark YMCA
Dawn Breakers Lions Club - Fremont
Explorers Scouts
Shannon's Paint, Icn.
Moreau High School
Fremont Chamber of Commerce
Norwalk-La Mirada Unified School District
Orange County Dept. of Education
San Ramon Valley Unified School District
Sacramento City Unified School District
Live Oak High School
Crescent Valley High School
La Mesa - Spring Valley School District
Northern California Personnel & Guidance Association
West Linn High School
Portland Public Schools
Northe Clackamas School District
Delano High School
Fremont Unified School District
California Business Education Association
California Association of Work Experience Educators
Career Planning and Placement Center
Mountain View-Los Altos Union High School Dist.
Memorial High School
Suzanne M. Rubel
Southern California Conference of Seventh-Day Adventists
San Carlos High School
Los Almos High School
duPont Manual High School
Grant Park High School
Fremont High School
Visalia Unified School District
Campolindo High School
General Electric
City of Fremont
Sonoma Valley Unified School District
Tamalpais Union High School District
Rancho Catate High School
Acalanes Union High School District

1975-76 School Year (con't.)

Orland High School
San Mateo County Board of Education
Morgan Hill Unified School District
The Winnipeg School Division No. 1
California Polytechnic State University
San Rafael City Schools
California Advisory Council on Vocational Education and Technical Training
Clovis High School
Campbell Union High School District
Ellis-Prosser Research
Santa Clara Unified School District
Huntington Beach Union High School District
San Jose Unified School District
Superintendent of Schools - County of Alameda
Tualre Union High School
San Mateo Union High School District
Industry-Education Council of California
Hanford Joint Union High School

2. Huntington Beach Union High School District

The following school districts, colleges and community representatives visite the project during the 1976-77 school year.

Ohlone College
General Motors
San Francisco State University
Sonoma
Morgan Hill Teacher
Pittsburg High School
Employment Development Department
Mountain Veiw High School
Adv. & Promotion Director from Fremont Hub
U.S. Army Recruiter
UC System (Berkeley)
Seaman U.S. Navy
American High School Teacher
St. Mary's College
Fremont Parent
U.S. A.F. Recruiting
A.N.G. Recuriting
Ass't. Principal of Downey/Modesto
Davis High School
Memorial High School
Ukiah Campus
Chabot Valley
Chabot College
DeAnza High School
Irvington High School Parent
Newark High School
Palo Alto Unified
Kit Carson Mid School
McClathy High School
Stoermer Reality
Handyman
Fremont Medical
City of Fremont
Cardoza & Bickard
UA Nevell Enterprises
Ygnacia Valley High School
Del Valle
Delano High School
Wells Int.
Fairfield High School
Vanden High School
Police Office
Probation Dept.
Robertson Junior High School
Monte Vista High School
Santa Monica High School
University of the Pacific
Albany High School
Metropolitan Adult Education Prog.
Piedmont High School
Skyline High School
Peralta Community College
Castlemont High School
Golden Gate University

1976-77 School Year (Con't.)

Presentation High School
Mt. Eden
Loyola Marymont University
Willow Glen High School
Seattle Pacific College
Olivas/Mission Elementary
AB Morris High School
BACEC
Oakdale High School
Riverbank
Fremont Christian High School
Sonoma High School
Holy Names High School
Holy Names College
Earl Nightingale Corporation
Johnson High School
American Legion High School
Gilroy Unified School District
Campbell Unified High School
Del Mar High School
Branham High School
Westmont High School
San Leandro High School
San Rafael High School
Junction High School
Arroyo Seco High School
Granada High School
WVCEI
S.L.U.S.D.
Alameda County
Mesa Verde High School
C.G.A.
California High School
Oakland Unified
Career Education Unit
U.S. Army
John Muir High School
Vacaville High School
San Mateo Unified High School District
Hamilton Jr. High School
Roosevelt Jr. High School
Grant High School
Sobrant Park High School
Hoover Lower
Emerson High School
San Jose State University
Richmond Schools
Overfelt High School

Pepperdine University
Tomalis High School
Mt. Diablo High School
Fremont Flying School
State Department
Appalachia Education Lab
South-Western Publishing Co.
El Camino High School
South San Francisco District
South San Francisco High School
Los Altos High School
Kennedy High School
Moreau High School
Alhambra
University of Santa Clara
Foothill College
Convent Secred Heart
Edison High School
Woodland High School
Yerba Bueno High School
Woodland High School
National Gard
Time Share Corporation
Memorial High School
Redwood High School
San Jose Community College
Foothill High School
Mercy High School
Beyer High School
Milpitas Unified School District
Mission San Jose High School
Oakland Recreation
Fremont-Newark YMCA
Hayward Unified School District
Air Force
National Center for Career Education
Bancroft High School
Fremont Afro
Oakland Public Schools
Madison Jr. High School
Bret Harte High School
Markham High School
W.W. Jr. High School
Havencourt High School
Castlemont High School
Gunderson High School
Helms Jr. High
Cal Poly

The following school districts, colleges and community representatives visited the project during the 1977-78 school year.

Chabot College
Newbury Park High School
Tomales High School
Mt. Eden High School
Ohlone College
U.C. Santa Cruz
Community Employment Program
Career Occupational
Pre-Employment Recruiter
Encinal High School
Evergreen High School
Lodi Unified School Disttict
Lodi High School
San Jose State University
Gilroy High School
Logan High School
California State University San Jose
Novato High School
Castro Valley High School
Hayward Adult School
Modesto Schools
Sacramento High School
Tamalpals High School
Downey High School
Riverbank High School
Arroyo High School
East Stanisalus High School
Marina High School
Grace Davis High School
Holy Names College
College of Norte Dame
Star of the Sea Academy
Livermore High School
Beyer High School
Rancho Cotate
Ceres High School
Patterson High School
American High School
Centerville Jr. High School
Fairfield High School
Alhambra High School
Watsonville High School
Sunnyvale Elementary School Dist.
Luther Burbank High School
Campbell Unified High School
Xanthos House
Await High School
U.S. Air Force
Truckee High School
Monte Vista High School
Sacramento City Schools
Contra Costa R.O.P.
Linden High School
Redwood High School
Siraloa High School
Live Oak High School
ACTEB/ACAP
San Lorenzo High School
Sacramento High School
Parkdale High School
Acalanes High School
Piedmont High School
University of Protland
Sweetwater Union High School Dist.
Granada High School

33

VI. DISSEMINATION ACTIVITIES

1. Fremont Unified School District

The following presentations were given during the project.

1975-76

Southern Section Conference CAWEE - San Diego - Northern Section Conference CAWEE - Burlingame - California State Vocational In-Service programs at:

Eureka	Sacramento
Modesto	Fresno
Hayward	San Jose
Salinas	Monterey
San Luis Obispo	Morro Bay
Ventura	Anaheim
Ontario	San Diego

-Western Association of Cooperative and Work Experience Education.

-State Convention CAWEE - included:

-Student panel
-Needs Assessment
-SEARCH and Career Decision-Making

The following presentations were given during the project.

1976-77 Presentations

-Dawnbreakers Lions Club - Fremont
-CAWEE - Capitol Chapter - Sacramento
-Cal Poly San Luis Obispo
-Northern California Personnel & Guidance Association
-San Jose State University - Vocational Masters Program
-California Business Education Association State Convention
-Orange County Guidance Association State Convention
-Northern Conference - CAWEE - Santa Rosa
-Southern Conference - CAWEE - Pasadina
-California Business Education Association State Convention
-The Third National Forum on Education and Work - San Francisco
-The California Personnel and Guidance Association State Convention
-National College Board Convention
-State Convention California Association of Work Experience Education
-Western Association of Cooperative and Work Experience Education
-Western Region Part D Dissemination Workshop

1977-78 School Year

-Cal Poly - San Luis Obispo
-Southern Conference CAWEE
-Northern Conference CAWEE

-California State Career Education Conference
-American Vocational Association
-Western Association of Cooperative & Work Ecperience Education
-McKnight Publishing Company
-California State Master Trainers Workshop
-Alameda County Vocational Education Workshop
-National Part D Dissemination Workshop
-State Department Workshop
    -Huntington Beach
    -Los Angeles County
    -San Jose

2. Huntington Beach Union High School District

THE FOLLOWING GROUPS AND/OR INDIVIDUALS WERE FURNISHED WITH PRODUCTS AND/OR INFORMATION RELATED TO THE PART D PROJECT:

Pacoima Junior High School
9919 Laurel Canyon Boulevard
Pacoima, CA 91331

Marie Davis
Bella Vista High School
8301 Madison Avenue
Fair Oaks, CA 95628

Delmar Thompson
Palo Alto Unified School District
25 Churchill
Palo Alto, CA 94306

Arcadia Unified School District
234 Campus Drive
Arcadia, CA 91006

Liberty Union High School
850 Second Street
Brentwood, CA 94513

Compton Unified School District
604 S. Tamarind Avenue
Compton, CA 90220

Simi Valley Unified School District
875 East Cochran Street
Simi Valley, CA 93065

Clovis Unified School District
5545 E. Herndon Avenue
Clovis, CA 93612

Louis Market

Mt. Pleasant School District
14265 Story Road
San Jose, CA 95127

Barbara J. Woll
110 W. Bort
Long Beach, CA 90805

Kathy Secan
Lennox High School
11033 Buford Avenue
Lennox, CA 90304

Dorothy Gier
13229 Pipeline
Chino, CA 91710

Bassett Unified School District
904 N. Willow Avenue
La Puente, CA 91746

Los Altos High School
201 Almond Ave.
Los Altos, CA 94022

Centinela Valley Union High School Dist.
12226 S. Hawthorne Way
Hawthorne, CA 90250

Decatur School District #1
101 West Cerro Gordo
Decantur, Illinois 62523

Sonoma County Office of Education
2555 Mendocino Avenue
Santa Rosa, CA 95401

Archbishop Mitty High School
5000 Mitty
San Jose, CA 95129

Oak Grove School District
6578 Santa Teresa Blvd.
San Jose, CA 95119

Chino Unified School District
5130 Riverside Drive
Chino, CA 91710

Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, CA 92011

Santa Ana College
17th at Bristol
Santa Ana, CA 92706
San Luis Costal Unified School Dist.
San Luis Costal Unified School Dist.
1499 San Luis Drive
San Luis Obispo, CA 93401

Whittier Union High School Dist.
12102 E. Washington Blvd.
Whittier, CA 90606

Antioch Unified

Garden Grove Unified

Mission Viejo High School

Anaheim Union High School Dist.

Vista Unified School District

Montebello Unified School District

Porterville High School

Santa Ana Unified School District

Brea-Olinda Unified School District

Grossmont Unified School District

Appalachia Educational Lab., Inc.
P. O. Box 1348
Charleston, West Virginia 25325

Visalia Unified School District
313 E. Acdquia
Visalia, CA 93277

Woodland Joint Unified School Dist.
175 Walnut Street
Woodland, CA 95695

Amador Valley Joint Union High School Dist.
8th and Dow Streets
Pleasanton, CA 92655

Monterey Peninsula Unified School Dist.
700 Pacifica Street
Monterey, CA 93940

Marie Bungardner
305 North Ohio
Coffeyville, Kansas 67336

Buena Park School District
6885 Orangethorpe Avenue
Buena Park, CA 90620

Placentia Unified School Dist.
1301 E. Orangethorpe
Placentia, CA 92670

Elk Grove Unitied School Dist.
8820 Elk Grove Boulevard
Elk Grove, CA 95625

Los Gatos High School
P. O. Box 248
Los Gatos, CA 95030

School District No. 1
464 S. Alameda Avenue
Klamath Falls, Oregon 97601

David H. Benson
Helen Brock
Kathleen Bull
James V. Caffiero
Maureen J. Cline
Marie Davis
Mary Hagen
Edmund Jauch
Isabelle Keller
Nancy Kemp
Jeraldine Paddeck

Rio Linda Unified School District
P. O. Box 68
Rio Linda, CA 95673

Orange Unified School District
370 N. Glassell Street
Orange, CA

Milpitas Unified School District
480 Corning Ave.
Milpitas, CA 95025

Sacramento City Unified Schools
P. O. Box 2271
Sacramento, CA 95810

Norwalk-LaMirada Unified Schools
12820 S. Pioneer Blvd.
Norwalk, CA 90650

American Institutes for Research
in the Behavioral Sciences
P. O. Box 1113
Palo Alto, CA 94302

Robert Robinett
Dorothy Stevens

Folsom-Cordova Unified
1091 Calona Street
Folsom, CA

Berkley J. Summers
Saratoga High School

Fred Rusk
Rancho Cotate High School
5454 Snyder Lane
Rohnert Park, CA 94928

Marlene Schuessler
Awalt High School
3535 Truman Avenue
Mountain View, CA 94040

Carlmont High School
1400 Alameda
Belmont, CA 94002

Representatives visited the following schools of the Huntington Beach Project:

September

Alhambra High School, Alhambra, CA - Linda Holson
Costa Mesa High School, Costa Mesa, CA - Gerri Evans
Estancia High School, Costa Mesa, CA - Principal
Agnes Smith Elementary School, Jan Hufmaster
Carl Jenorolski, Fountain Valley High School
Nanette Pastor - Volunteer Coordinator, Golden West College
Carl Jenorolski, Fountain Valley High School

October

Barstow High School, Barstow, CA
Bushard High School, Fountain Valley, CA
Lamb Elementary School, Fountain Valley, CA
Westmont Elementary School, Westminster, CA
Nancy Petcy - Manpower CETA Liaison
Carl Clausing, Community Member H.B.
Ron Klein, Orange Coast College
Stan Greene, State Department of Education
Ivor Thomas, Educational Testing Services

November

San Diego, Grossmont High School
Don McAlister, HBUHS district Board Member
Lowel High School, La Habra, CA - Diane McAlister
Sonora High School, Linda Deckert, Whittier, CA
Dowyer Elementary, H.B., Dr. Frances Bennie
Grossmont High School, San Diego, CA

December - January

California State University, Long Beach, Dr. Swan's Class
Brea-Orlinda High School, Brea, CA - Gary Holman
Carol Leva - School Site Council - Parent
Jim Curley - Rene Ferguson - Orange County Department of Education
El Toro High School, El Toro - Ruth Nader, Career Education Counselor

A complete mailing list of all people receiving materials from the Huntington Beach Project is found in Appendix H.

VII. DATA COLLECTION AND EVALUATION

1. Fremont Unified School District

Various instruments were used to evaluate programs in the project. This included evaluating Career Decision-Making program, in-service training, grade level programs, etc. The purpose of this evaluation was to review the input and make necessary changes that were needed to improve the program. A sample instrument given to all career Decision-Making students through the project is found in Appendix A.

2. Huntington Beach Union High School District

During the duration of the project, information evaluation instruments were used to determine effectiveness of program activities including dissemination efforts. Analysis indicated extremely good acceptance of those activities evaluated.

Student outcome assessment data provided conclusive evidence of increased growth, awareness and knowledge in the area of career education as a result of participation in project activities.

Examples of student assessment instruments are found in Appendix H .

The Third Party Evaluation report appears in Appendix A.

VIII. STAFF EMPLOYMENT AND UTILIZATION

1. Fremont Unified School District

- Staff Employment

Jim Mayo, Director of Career Education, Vocational Education and Regional Occupational Program, was the project director for the first year. 2% of his time was allocated to the project.

Homer Sweeney was Project Coordinator during the first year of the project. 100% of his time was spent on the project. He became Project Director during the second year of the project when career education was taken from vocational education and placed under the District's Division of Instruction.

All Decision-Making teachers spent 100% of their time on the project. Only portions of their salary were paid by the project, the other by the school district.

During the final semester of the project, Al Matto was added as a full time in-service coordinator for the project to assist in dissemination activities.

The project staff participated in the following staff development.

- Affective Accountability Workshop

The project director was a participant in affective accountability workshops presented by Dr. Al Wight both in Utah and Wyoming. These were prior to our 2,500 person 3-day workshop at Irvington High.

- Three Day Affective Accountability Workshop

The entire staff of Irvington High, parents, community members, school board members, teachers from other schools and the students attended the three day workshop at Irvington High.

- Appalachia Education Laboratory

The project staff was trained by AEL in their decision-making process. This training was intensive for the first year with follow-up activities each through the duration of the project.

- McKnight Career Decision-Making Workshop

As a result of our participation with the Appalachia Educational Laboratory, as both a test and developmental site. The director attended a McKnight Career Decision-Making training course.

- Choice

Many members of our Elementary schools expressed an interest in project Choice materials. One counselor was selected to attend a Choice workshop in Sacramento. She attended the workshop and returned with information and materials which were then shared with other teachers and counselors.

- Introduction to Career Education Workshop K-6

The project staff developed a workshop to introduce teachers, counselors, administrators and parents to the concept of career education as a first step toward infusion. Persons from every project elementary school attended one of these workshops, some junior high personnel also attended.

- Appalachia Educational Laboratory

Personnel from AEL trained a group of counselors, teachers and administrators from six district junior highs. As a result, all of these junior high schools used Appalchia student activities in their classrooms with some of their eight grade students. At Robertson Junior High, all eighth graders made use of Work Activity checklist and Interest Activities checklist. The results of these activities are in the student files at the Irvington High Project site.

- SAAS (Self Assessment Appraisal Survey)

Stan Ostrom (the author of the SAAS) put on a workshop for a group of counselors, teachers, and administrators from our six district junior highs. As a result, each junior high used this instrument with some of their eighth grade students. Horner Junior High bought enough materials to give all eighth graders this instrument. The eighth graders at this project site used the SAAS Results to help them plan their ninth grade courses at Irvington High School.

- Dr. Vince Barry (NCCE)

Dr. Vince Barry, the director of the National Center for Career Education, made two presentations to the Fremont School District staff. Members of Alameda County Office of Education, Santa Clara Office of Education, private schools, representatives of other districts and members of the community were also present. Dr. Barry discussed what career education is and how it fits into the curriculum.

- Master Trainers

The project staff has been active with the Master Trainer program in the state of California. The Master Trainer program trains practitioners in the field (teachers and coordinators) to train others to infuse career education in their classrooms and involve the community in the educational process. As a result of this involvement, part of our staff has been trained and are now active Master Trainers for the State Department of Education in California.

- NCCE Trainers

The project staff was inserviced by the National Center for Career Education. The inservice workshop was 40 hours and took place August, 1977 at Cal Poly San Luis Obispo. Part of the staff are now trainers for the NCCE process which is coordinated with the California Master Trainer project.

- NCCE Follow-up (Fremont)

The staff put on a workshop for members of our staff as well as those outside the district that participated in the 40 hour Workshop at Cal Poly. The purpose was to share what has been done and where we go from here. The result was further activity in our district related to the NCCE process.

SUMMARY

The purpose of this project was to make changes in education. Changes that will better prepare our students for the roles they will play in society, as a citizen, family member and wage earner. Making changes in education is not easy. There are many reasons for this, including teacher training and beliefs, cutbacks in educational funding, lack of knowledge concerning the real purpose of education which can confuse not only students but teachers, parents, and the community as well.

To be successful in changing education --- the community must be actively involved. The project attempted this by conducting the Community Skills Assessement during the first year. The skills assessement process was very successful, to the fact that 580 members of the community informed the school what they should be teaching students - to make it in life. These statements were used as part of basic graduation requirements. But follow-up, curriculum development and continued community input was missing. The need for real community participation came into focus during the last year of the project.

To be successful in changing education --- continual administrative support is needed from the district and the school level. This project had administrative support and because of it, was able to make significant changes in a school requiring Career Decision-Making for all sophomores; establishing career programs at all grade levels; establishing an exploratory program and doubling the size of the Work Experience program all within a school budget. Some administrative leadership has changed, the program has begun to decline.

To be successful in changing education --- it is extremely important that "we return to the basics". In this case, we are emphasizing the fourth "R" - responsibility - which maybe should be the first "R". Students must begin to take responsibility for their own lives in school and by the time they leave the school system, be able to be responsible for themselves. Without this basis, we are not preparing out students properly to cope with the problems they will face as adults.

This project first focused on a Career Decision-Making program. It started with a course required for all sophomores. The course was developed so that students could learn about themselves, the world, including occupations, and a valid method to make decisions. The problem in education is that too many times it is the teachers or the counselor values affecting student decisions. For example, the good math student being told that he would make a good engineer. This is a major reason we adopted the SEARCH program. It allows students to make their own decisions about areas of exploration free as possible from sex and individual bias. The class was extremely successful and some 55 other California high schools adapted from the program, But, one class does not change education. The program needs to be developmental K-12 with activities designed during the students educational career including opportunities for all students to explore and work in the community.

To be successful in changing education --- teachers must understand why they are in the classroom. "For too many of them, especially at the secondary level, it is education for education sake. Students take courses not necessarily for the knowledge they can apply to their life but for the credit and the grade - "that's what's important"-. Thousands of career education activities have been developed and are being used successfully to improve instruction in the classroom. But, the key to

real change is the teacher in the classroom. The teachers need to be career educated people themselves. This means they have direction goals themselves. Changes will occur automatically in the classroom of teachers that practice this philosophy.

To implement any real changes in education --- the results of the project indicate:

-the need for total community involvement

-administrative support from the district and school level

-opportunities for increasing student responsibility as they progress through education

-a purpose of education in concert with the community

-teachers that are career educated themselves

2. Huntington Beach Union High School District

Those personnel who had major assignments in this special project included:

1. Project Director - 30%

During the first two years, Don Averill coordinated the project activities. His responsibilities were to determine staff members involved in assessment, identify community participants, and to coordinate the collection, assimilation and production of assessment data. He chaired the curriculum committee for developing the competencies for career education. Don left the high school district at the beginning of the third year to assume a position with the community college district. At that time, J. Kenneth Jones became Director of Career Education and coordinated the final year of funding for the project. Anne Gray, Supervisor - MGM & VEA, came on board in October of the third year and worked closely with Mr. Jones and the site coordinators in facilitating the dissemination a activities and preparing project reports.

2. Site Coordinators - 40%

John Rothrock, instructor at Edison High School, completed all three years in the project. He was responsible for all activities in this project at Edison as well as being a member of the dissemination team.

Sharon Swickard, counselor at Huntington Beach High School, came into the project during the second year. Her duties were the same as John's. In addition, it was her responsibility to update the staff at Huntington Beach High School on accomplishments of the project that had occurred during the first year.

Darlie Wasicek and Mary Collins were site coordinators at Bushard and Lamb Schools. One hundred per cent of their time was assigned to implementation of the career education project in the Fountain Valley School District.

In addition to these staff members, career guidance technicians were used at both high schools for the project activities. Also, clerical time and support were provided.

SUMMARY

A comprehensive career education program was planned for the Huntington Beach Union High School District whereby career education becomes both a content and methodology of instruction rather than a particular support or additional service that is provided to the regular educational programs. The plan was based on the belief that the educational program should promote an infusion of developmental experiences in career education.

This three year federally funded project provided the resources that allowed for a committment of staff, time, and materials in the development of the career education model. Fountain Valley School District worked closely with the high school district to promote a continuum of career education experiences K-12.

Various group techniques were used to identify student competencies. These techniques involved all the school publics prior to approval by the high school Board of Trustees. Professional staff members have been totally involved at the project sites in assessing curriculum content in terms of meeting established competencies. This has resulted in increased awareness by instructional staff of career education goals as addressed in daily lesson activities. Thus, career education has become an integral part of the instructional program.

The model as developed with student competencies, curriculum guides, and implementation techniques has been disseminated at local, state and national levels. The project staff are appreciative to have one added year of funding (1978-79) through VEA Subpart 3 funds to further refine a career education handbook to assist LEA's in adopting, adapting, and implementing comprehensive career education programs.

APPENDIX A

FINAL THIRD-PARTY EVALUATION REPORT

FINAL THIRD-PARTY EVALUATION REPORT

Project No. 502-A 960015
Grant No. OEG-391-75-0089

OPERATIONAL MODEL FOR CAREER DEVELOPMENT AND VOCATIONAL PREPARATION

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

CONDUCTED UNDER

PART D OF PUBLIC LAW 90-576

Ivor J. Thomas
Educational Testing Service

June, 1978

TABLE OF CONTENTS

		Page
I.	Foreward	i
II.	Background and Context of the Project	1
III.	Program Description	3
	A. Fremont Project	3
	B. Huntington Beach Project	5
IV.	Evaluation of Year Three of the Project	7
	A. Fremont Project	7
	B. Huntington Beach Project	21
V.	Summary and Conclusions	34

Appendix

A. Junior Career Planning Unit Survey

B. Letter From Kennedy High School Verifying Assistance Received

C. Goal Achievement Survey

D. Dissemination Workshop Announcement and Evaluations

E. Elementary and Secondary Assessments

FOREWARD

The report which follows summarizes the accomplishments of the third and final year of the VEA Part D Project, in accordance with the terms of the contract between Educational Testing Service and the California State Department of Education. This contract specified that the external evaluator provide third party consultation to the California State Department of Education and the LEA's conducting the implementation of models for career development and vocational preparation. The evaluation was designed to assist local program implementers and evaluators as well as providing an independent audit and evaluation of the LEA programs.

Periodic on-site visits by the external evaluator to each site were planned as a means of accomplishing the objectives outlined above. Assistance was provided by the evaluator in the identification and development of assessments, the development of data gathering procedures, as well as providing for a monitoring and review of program implementation and achievement. Certification of achievement of project objectives is, therefore, based upon data gathered during the on-site visits, including observations made and interviews conducted, in addition to a review of all available data.

The evaluator wishes to thank all of the students, staff and administrators of the participating schools for their cooperation and support in the conduct of the evaluation. Special thanks are due to the project directors, Homer Sweeney, Fremont, and Ken Jones, Huntington Beach, without whose assistance the evaluation activities, as planned, could not have been carried out. A debt of gratitude is owed to the following site coordinators who gave generously of their time, effort and invaluable assistance:

Al Matto, Irvington High School
John Rothrock, Edison High School
Sharon Swickard, Huntington Beach High School
May Collins, Lamb Elementary School
Darlie Wasicek, Bushard Elementary School

BACKGROUND AND CONTEXT OF THE PROJECT

In 1975-76 the U. S. Office of Education funded this project in response to a joint proposal by the bureaus of Vocational Education, Pupil Personnel Services and the Career Education Task Force of the California State Department of Education. The proposal outlined the development of two demonstration models of comprehensive career education, incorporating the concepts and recommendations that had been generated in the California Career Development Curriculum K-adult and the Vocational Education and the Career Education Task Force monographs.

In the selection of sites for the development of demonstration models, consideration was given to sites which had previously made substantial developments in career education. There was no expectation, however, that a single model would emerge as a result of project participation. Rather, it was anticipated that the different project emphases and approaches to program implementation would reflect the needs of districts differing in organizational patterns, population, problems and strengths. The differences in program implementation by the two sites do provide two distinct models from which districts wishing to develop a program in career education can choose for adoption or adaptation in relation to their unique characteristics and needs.

The two sites selected were the Fremont Unified School District in Alemeda and the Huntington Beach Union High School District in Orange County. As mentioned previously, consideration was given in site selection to districts which had previously made substantial developments in career education. The Fremont Unified School District had been pilot testing various aspects of career education for four years prior to project implementation. This included a pilot project in awareness in grades 3, 4 and 6 in the Irvington High School attendance area, the development of career education libraries at all junior high schools and infusion of career education at two junior high schools. At the high school level, a major effort had been directed toward the

development and operation of career guidance centers and the development of programs in 12 occupational clusters. Similarly, the Huntington Beach Union High School District had demonstrated significant interest and accomplishment in career education prior to their involvement in this project. Principal activities included the development of a preparation program identified according to the 15 USOE clusters, the development of a competency model for vocational education, and the development of a complete library of career education materials and media, catalogued and made available to local staff.

It can be seen, therefore, that funding of this project made possible continuation, elaboration and extension of previous programs and commitments in career education as well as providing opportunities for new developments and the dissemination of models for consideration by others developing programs in career education.

PROGRAM DESCRIPTION

Fremont Project

Prior to the beginning of the project, a guidance system, SEARCH (Systems Exploration and Research for Career Help), developed by the employment service of the state of Oregon was tested at Irvington High School. This led to the development of a plan for a semester career decision-making course to be required of all sophomores at Irvington High School. This subsequently became the central component of the Fremont Career Education, Part D Project. In addition to the above, several other factors were mentioned as the basis for selection of Irvington High School as the site for the project. Among those given were: 1) strong leadership by the principal in career education; 2) creation of a career education department; 3) expansion of the career guidance center; 4) growth of the work experience education program and establishment of the exploratory program; and, 5) provision of a counselor to coordinate career center activities and to provide necessary support to the staff in career education.

During 1975-76, the first year of the project, a major accomplishment was the development and implementation of the Career Decision-Making (CDM) Course. The incorporation of this one-semester course into the curriculum represented a significant commitment by the district to career education. Although the evaluation revealed some indication of successful achievement of the objectives for this component at the end of Year One, the need for more objective and reliable data relating to student outcome was identified.

Another important achievement during the first project year was completion of a needs assessment in which over 2,000 broad skill statements were identified within the school district's existing 17 goal areas. However, the delay in funding resulted in failure to meet objectives of this component specifying comparisons of the needs assessment data with the existing competency-based training programs and the career clusters and career ladder concepts.

Some progress was made toward designing an operational plan to implement an articulated career education system K-12 within the Irvington attendance area. Some visitation across project sites was made and significant involvement by public agencies and various community groups was achieved. However, the planned articulation within the elementary and junior high schools was not achieved.

During Year Two of the project, the principal activities and achievements were the continued development and refinement of the Career Guidance Center and the Career Decision-Making class. Some progress was made in the development of assessments for measuring student understanding of career education concepts and the application of career decision-making skills. However, the need for further refinement of the instrumentation was evident. Although some gains were made, the need for greater achievement in the areas of infusion, staff development and articulation was recognized at the end of the second year of the project. If a more detailed description of program activities and accomplishments in the first two years of the project is desired, an examination of the end-of-year evaluation reports is recommended.

For the third and final year of the project, objectives were written for the following six components: 1) the Career Guidance Center; 2) career decision making; 3) staff development/infusion; and, 4) articulation; 5) community involvement, and 6) dissemination. Although some changes were made in the objectives for this year, the most significant development was the addition of the dissemination component. Additional funding was provided for the development and implementation of three 2-day workshops in different localities in the state. In addition, plans for the third project year called for obtaining better student outcome measures and an increase in emphasis on staff development, infusion and articulation.

Huntington Beach Project

The Huntington Beach High School District had long demonstrated leadership in vocational education as well as career education. This was well illustrated by the competency-based model for vocational education programs developed by the district. The career education council had existed for several years prior to the year of funding for this particular project, and extensive development of career education learning centers for students to explore and facilitate their educational and career planning had already occurred. In addition, the Community Resource Handbook had been developed by the district which listed the resources that might be used in furthering the purposes and outcomes of career education. These developments, therefore, provided a logical base for the activities and goals of this project.

The major program objectives for the first year of this project were the identification of the essential competencies for a career education model for students and the development of a plan by which the competency-based model might be infused into the regular curriculum. A needs assessment for the development of essential student competencies was conducted, utilizing assessment of students, staff of the five elementary feeder districts and the high school and community. Based upon the identified competencies, a significant achievement during the first year was the development of curriculum guides for K-3,4-6, 7-8 and 9-12. The writing of these curriculum guides proceeded from the comprehensive model for the four areas - career planning and decision-making; life style and personal satisfaction; education, work and leisure alternatives; and occupational roles. Bushard Elementary School and Edison High School were involved in the project during Year One, with Lamb Elementary and Huntington Beach High School joining the project during the second year of implementation.

Year Two of the project saw ratification and the beginning of infusion into the curriculum of the competency-based curriculum Guides developed during the first year of the project. The importance of these

accomplishments was underscored by adoption of the competencies by the high school Board of Education.

The in-service programs conducted in Year Two resulted in a substantial increase in awareness of and enthusiasm for career education by staff at all instructional levels. Utilizing measures developed, student growth in knowledge and understanding of career education concepts at the elementary level was demonstrated. Instrumentation for measuring student achievement at the high school level was planned for development during the third year of the project.

Program objectives for the third project year were written for the following areas: 1) maintenance of district involvement in the project consortium; 2) dissemination; 3) staff development; 4) implementation of the competency-based model in four school settings; 5) articulation; and 6) evaluation of student outcomes. As in the Fremont Project, the dissemination component was the principal addition, consisting of a joint effort of the two projects in the planning and implementation of the three two-day workshops. Increased efforts in the refinement and development of student outcome measures were planned for the final year of the project, as well as greater emphasis to be given to infusion strategies, leading to the ultimate goal of career education becoming an integral part of the total curriculum.

EVALUATION OF YEAR THREE OF THE PROJECT

Fremont Project

Project activities for the third and final year were planned to meet the objectives of six components: 1) The Career Guidance Center; 2) Career Decision-Making; 3) Staff Development/Infusion; 4) Articulation; 5) Community Involvement; and 6) Dissemination. An analysis of all available data was made by the third party evaluator to determine the extent to which the stated objectives of the project were achieved. A summary of the findings which follow is presented by project component. It is a truism that the best laid plans can sometimes go awry due to unforseen conditions or happenings. Such was the case in this project with the occurrence of a teacher strike in the fall semester, affecting the outcome of a number of project objectives. Although the impact of the strike could not be precisely determined, it was obvious that it did affect objectives requiring extensive teacher involvement and participation, especially the Staff Development/Infusion and Articulation components.

1. Career Guidance Center (CGC) Component - Four objectives were set for this component of the project. The first two objectives specified outcomes resulting from the involvement of ninth grade students in the Career Guidance Center. Specifically, it specified that 70 percent of these students would be aware of career-relevant materials in the center and would complete a tentative four-year plan of courses. In the previous years of the project these activities were conducted by the social studies department; however, due to a restructuring of the curriculum, the social studies department requested to withdraw from the program and an agreement was made with the English department to continue these activities. Due to the strike, the plan for inservicing the staff was postponed until the spring semester. However, the English Department reneged on its promise to conduct the ninth grade activities. As a result, the scheduled activities for the ninth grade students were not conducted and these

objectives, therefore, were not achieved. The project staff hopes to generate sufficient interest within the department in the coming year so that eventually commitments can be made toward implementaion of the planned activities.

The third objective of this component required that 80 percent of the 11th grade students who had completed the CDM class as a 10th grader would receive and/or update their Career Action Plan (CAP). Based on responses to a student questionnaire, achievement of this objective was exceeded, with 93 percent of the students indicating that they had reviewed their career folder and updated their Career Action Plan made at the end of the career decision-making class in grade 10. In addition, a questionnaire was given to the 11th grade students in order to ascertain their individual needs in the area of career guidance. The results are provided on the copy of the questionnaire in Appendix A, entitled "Junior Career Planning Unit." The two counselors conducted follow-up sessions, both individual and group, with those requesting assistance. Dr. Myer also conducted a follow-up seminar on College Planning, Scholarships and Financial Aids for a total of 165 11th grade students. These follow-up activities resulted in a much more successful unit than in the preceding year.

The fourth and final objective for this component specified that 80 percent of the 12th grade students would review and/or update their Career Action Plan. The results of the senior follow-up questionnaire revealed that 50 percent of the senior students had reviewed their CAP, falling short of the 80 percent level set for achievement of this objective. It was reported that the social studies teachers were reluctant to provide the additional time necessary to conduct the activities for the seniors, as the time lost due to the strike limited the time available for instruction.

The staff expressed the hope that they would be able to continue the activities outlined in the objective for this component during

the coming year, including scoring of the Worker Trait Group Inventory. The planned reduction in the Career Decision-Making Class for next year will mean that more will need to be done by the other teachers to achieve the same objectives. Continuation of the 9th grade program and achievement of some of the objectives described will be contingent upon sufficient funding and administrative support. Due to the financial condition of the district, it was felt that external funding would probably be necessary to ensure inservicing of the teachers at the 9th grade level.

2. Career-Decision Making - This component constituted the principal thrust of the project. The principal activities for the third year for this component consisted of a refinement and further development of materials and procedures for the Career Decision-Making class required of all sophomores and the gathering of more reliable data on student outcomes resulting from their participation in the Career Decision-Making class. The first of the five objectives written for this component stipulated that 90 percent of the students completing the CDM course would demonstrate responsibility for their own career development by the completion of an acceptable career action plan (CAP) as perceived by the CDM teachers. Evaluation of this component by the third party evaluator consisted of examination of a random sample of student folders to determine the extent to which students had satisfactorily completed their career action plans. The criteria for successful completion of the CAP's were changed by the teachers from the completion by students of specified forms to the completion of exercises in which the students were required to demonstrate their understanding of the relationship of values to occupational choice and to report on the occupations they researched. The teachers felt that the previous procedure became a paper-work exercise and was not used by counselors or teachers and, therefore, of little use to the student. Since the new procedure was directly related to assignments made in the CDM class, it was not surprising to find that the objective was exceeded.

In any project or program the ultimate test is the degree to which the project or program can demonstrate results accomplished by means of measurement of student achievement. Objectives two and three of this component were written requiring specific evidence of student accomplishment. The first of these objectives specified that students completing the CDM class would show growth in decision-making skills as measured by a statistically significant increase in mean score from pre to post-testing on the decision-making skills instrument. In the previous year some indication of student growth as a result of their participation in the CDM class was obtained. However, the need for a more reliable instrument to be used for assessment of student outcome was identified. It was fortuitous, therefore, that the Career Decision-Making Skills instrument of the College Board Career Skills Assessment Program became available. Upon examination of the instrument, the CDM teachers reported that it had an almost perfect match with the content and objectives of the class and agreed to its use as a measure of student achievement. Since the instrument was not available for pre-testing of the first semester students in the fall, these students were given a post-test only at the end of the semester course. The second semester students were pre and post-tested in the Career Decision-Making Skills instrument. Table 1 presents the results of this testing. The data analysis plan called for the application of a statistical test to determine whether there was a statistically significant difference in mean raw score between the pre and post-tests. Also, the plan called for inclusion only of those students who had both pre and post-tests to account for the effects of changes in student population during the course of the semester. However, the data were available only in terms of mean percentage of right responses on the test and the planned statistical test could not be applied. Although the post-test included only those students who had pre-tests, pre-test scores included all students who took the test at the beginning of the semester; therefore, the affects of attrition could not be determined.

Although the level of significance could not be determined, inspection of Table 1 does reveal that student growth in decision-making skills did occur over the course of the semester. Of interest also is the finding that there were significant differences in the results of the two instructors. Interpretation of these results, however, should take into consideration the fact that the baseline data of the two groups were significantly different. Also, since the results represented a compilation of test results for all classes for each instructor, it is highly probable that the mean scores concealed real differences among the various classes.

Table I

Pre-post tests results of the second semester - Irvington High School CDM students on the Career Decision-Making Skills Instrument, by instructor.

	Pre-Test			Post-Test			Diff.
Instructor	N	Mean*	S.D.	N	Mean	S.D.	
#1	106	45.7	16.5	123	62.7	15.0	17.0
#2	105	58.6	19.0	140	64.9	15.4	6.3

* Mean percent of correct responses

Although there had been previous indications of student growth in career decision-making skills, the absence of a control or comparison group made it impossible to determine whether or not the growth observed was due to the CDM class. Therefore, an objective was written requiring the students in the CDM class to demonstrate significantly greater decision-making skills than a comparison group. Since the students assigned to semesters one and two of the CDM class were believed to be comparable in all respects, a decision was made to compare the end of semester one results with the beginning of semester two. This testing which took place approximately one week apart would

provide a good basis for determining whether there were significant differences as a result of experience in the CDM class. Although, as previously stated, the data was not in the form necessary to determine whether the differences in mean scores were statistically significant, inspection of Table II does reveal considerable differences in mean scores between the students who had experienced the CDM class and those that had not.

Table II

A comparison of post-test results of semester one Irvington High School CDM students with pre-test results of semester two Irvington High School CDM students on the Career Decision-Making Skills Instrument, by instructor.

	Semester two Pre-test			Semester one Post-test		
Instructor	N	Mean	S.D.	N	Mean	S.D.
#1	106	45.7	16.5	123	62.7	15.0
#2	105	58.61	19.0	140	64.9	15.4

In order to obtain additional comparative data the sophomores of Ayer High School and Milpitas High School were pre-tested at the beginning of semester two on the career decision-making skills instrument. The results of this testing are provided in Table III. The Milpitas students represent the best comparison available, with no significant differences reported between the Irvington High School students in ability, SES, ethnicity, etc. Comparison of the pre-test results of these two schools provided in Table III with the post-test results of the first semester CDM students at Irvington High School (Table II) reveal a substantial difference in mean test scores, providing additional evidence of the effects of the CDM class.

Table III

Pre-Test results of second semester sophomores at Milpitas and Ayer High Schools on the Career Decision-Making Skills Instrument.

School	Pre-test results		
	N	Mean	S.D.
Milpitas H. S.	170	50.5	21.5
Ayer H. S.	178	53.5	18.3

* * * * *

In order to obtain some evidence of the maintenance of career decision-making skills, two samples of students were selected who had been enrolled in CDM classes in previous semesters. One sample consisted of 10th and 11th grade Irvington High School exploratory work experience students. These students, consisting of some sophomores who had had the CDM class in the first semester and 11th grade students who had had the CDM class in the first or second semester of the previous year, were given the Career Decision-Making Skills Test at the end of the spring semester of 1978. A second sample consisted of 11th grade students, randomly selected, who had taken the CDM class the preceding year. Although no pre-test scores were available for either of these two samples of students, it was thought to be of some interest to compare their test results with students who had taken the CDM class during the current year and other no-treatment groups. The test results for these two samples of students are presented in Table IV. Examination of these results do reveal that the results are quite similar to the post-test results of the CDM student group and quite different from the results of other students lacking the CDM class experience. Since these results were based on students who had had the CDM class anywhere from one to three semesters prior, it does provide an indication of the maintenance of the knowledges and skills developed during the course of the CDM class.

Table IV

Test results of 10th and 11th grade Irvington High School work experience students and 11th grade Irvington High School students, both samples having previously enrolled in CDM classes

End of Semester II Test Results

Student Samples	N	Mean	S.D.
Exploratory Work Experience	26	61.5	18.1
11th grade students	44	63.1	19.6

* * * * * *

In contrast to the 18-week CDM course offered at Irvington High School, an experimental 9-week program was instituted during semester two at Kennedy High School. A sample of these students was pre and post-tested, the results of which are presented in Table V. The pre-test results were reported for a sample of all CDM students, while post-test results were reported for two separate samples of CDM students, making a precise comparison of pre and post-test results somewhat difficult. However, an analysis of these results does indicate that some differences between pre and post-test testing did occur and that the post-test results of the two groups are quite similar to those of the post-test results of the Irvington High School students who had experienced a full semester of the CDM class. Because there are significant differences in student characteristics between the Kennedy and Irvington High School students, a direct comparison of these results is not possible. However, due to the planned reduction of CDM classes next year, made necessary by the anticipated reduction in funds available, these test results take on added significance. If, as it appears, significant achievement can occur as a result of a 9-week experience in the Career Decision-Making class, this may provide an alternative to making available the CDM course to only half of the students on an 18-week basis.

Table V

Pre and Post-test results of selected samples of CDM students at Kennedy High School on the Career Decision-Making Skills Instrument.

	Pre-Test Results			Post-Test Results			
Group	N	Mean	S.D.	Group	N	Mean	S.D.
(Combined sample)	84	56.6	18.9	#1	60	61.9	18.7
				#2	94	66.4	24.9

* * * * *

The fourth objective for this component specified the provision of assistance by the project staff and CDM teachers at Irvington High School for the development and implementation of a career decision-making program at Kennedy High School. Verification of achievement of the objective was provided by means of a letter from Kennedy High School certifying that the staff and teachers at Irvington High School had assisted them by providing test booklets SEARCH materials, resource materials and other career decision-making materials. A copy of the letter is attached in Appendix B.

3. Staff Development/Infusion - Two objectives were written in the area of staff development. The first of these specified that 80 percent of the teachers, counselors and administrators in the Irvington attendance area would attend a one-day Career Education Workshop. The time lost due to the strike resulted in postponement of staff development activities until semester two. Six workshops were offered during the second semester. A total of 154 persons attended from one to four of the workshops for an average of 5.3 hours each. Although this represented a considerable investment in time and effort on the part of the participants, it fell short of the 80 percent criterion level set for this objective. As a result of the evaluations conducted of the initial workshops, it was deemed necessary to limit the number of individuals per workshop in order to personalize the inservice training. It was determined that an optimum number of participants per workshop should be 16 to 18 to affect the desired results.

   A second objective for this component stipulated that project staff develop follow-up career education activities for interested teachers. The development of a sequence of career education courses and workshops to be offered through the Fremont Adult School represented the primary activities designed to satisfy the objective. In addition, the junior high school staffs were inserviced in the use of the SAAS and AEL program materials. Also, the project sponsored attendance by four counselors, four teachers, and one administrator to the State Career Education Conference and the attendance of a counselor and a teacher at the Project Choice Training Workshop in Sacramento.

   An evaluation sheet was completed by the participants in the workshops conducted on April 11, 13 and 18. A summarization of the ratings and comments made indicates that the majority of the participanst rated the workshops very positively. The comments revealed that a number of the participants found clarification and definition of

career education concepts, as well as possibilities for incorporating career education into the classroom to be among the most useful outcomes of the workshops. More ideas for implementation of career education in the classroom and materials for use were found to be among the items indicated by the group that they would like more of. Although the workshops, as indicated previously, were evaluated quite positively, a number of useful comments were made for further development and refinement of the materials and presentation.

Three objectives for infusion of career education activities in the classroom were written. The first of these was that teachers would indicate a desire to increase their class effort to infuse career education into their classes. Since no monitoring of actual classes was involved, evaluation of this objective was made primarily from the comments of teachers on the evaluation forms following the inservice workshop. A majority of teachers responded that they felt that the presentation of the workshops would be helpful in their work and the comments by teachers on the forms indicated a significant interest in infusing career education activities in the instructional program. However, it is believed that the level of commitment to infusion of career education desired was not achieved. Among the causes given by the project staff for this were the cut-backs in staffing and negative attitudes resulting from the strike, resulting in a lack of willingness of many teachers to become involved in additional activities. Unless strong administrative leadership and support is provided, it is doubtful that a significant amount of infusion by the staff will occur.

Another objective for this component specified that selected students at Irvington High School would perceive that 70 percent of their courses at least occasionally employ instructional methods, content and activities that support the goals of IHS and career education. A Goal Achievement Survey was developed and administered to a sample of students to assess this objective. A summary of

the responses by individual courses taken is found in Appendix C. Inspection of these data indicate that the objective was successfully achieved, with the vast majority of the students indicating that almost all of the goals had been met in all but two course areas. These exceptions were math and P.E. where approximately only half of the goals were perceived by students as having been met. Homemaking was perceived as the experience which contributed, at least occasionally, to achievement of all of the goals of IHS and career education.

4. Articulation - Although the strike delayed some of the planned activities for this component, the objectives were successfully achieved. The first of the four objectives specified that each school site in the Irvington attendance area would select one person to work with the school faculty on the Career Education Project. At least one, but, in most cases, two individuals were selected to carry out the necessary articulation activities. A second objective required establishment of channels of communication regarding the Career Education Project activities with personnel within the Fremont Unified School District. The monthly district instructional newsletter was used as the principal means for satisfying the objective. A considerable amount of sharing of career education materials, occurred among levels and schools. Among the activities reported were the sharing of AEL materials by the junior and senior high schools. An elementary committee was also selected to review and classify Career Education material.

   A final objective for this component required the identification of at least one feeder site at each level to serve as a pilot for the development/implementation of career education materials and activities. The Appalachia and SASS materials were piloted to some degree by all of the six junior high schools. Two of the feeder junior high schools piloted these materials with all of the 8th graders, and a non-IAA junior high school developed a Career Center with the assistance of the project staff. Although some indications were received that other activities occurred as a result of workshop attendance, the time ran out before the staff could get back to the schools to determine more

precise results of their efforts. The achievement of the objectives of this component represented a considerable amount of progress made over the first two years of the project. It is hoped that the articulation activities can be continued as a means for maintaining the interest developed to date and as a basis for generating continued developments in the future.

5. Community Involvement - The first of the two objectives for this component specified that project and cooperative FUSD personnel would conduct activities for developing community awareness. The second and fourth Tuesday of every month was set aside as visiting days to the project. It was reported that most of the visitors to the project were educators or in some way related to education and/or counseling. More general community visitation was experienced during the first year of the project, probably as a result of initial publicity. The objective of 10 percent participation by community members in the workshops was not achieved, with only an approximate 3 percent representated. The content and approach of the workshops were felt by the staff to be relatively inappropriate for parents, resulting in their being somewhat uncomfortable. It was concluded that the most effective approach would be for the development of separate workshops for parents, making possible presentations more appropriate for this population.

6. Dissemination Component - A concentrated effort on dissemination of the project was planned for the third and final year. The two objectives for this project called for the presentation of workshops and conferences on request by the project staff and the holding of three state-wide demonstration workshops. The first objective was achieved by means of presentations by the project staff at a number of conferences including CAWEE, A.V.A., State-Wide Career Education Conference, WACEE, and the Master Trainers Workshops. The three two-day demonstration workshops were planned jointly by the staffs of the two projects and personnel of the State Department of Education. A letter announcing the dates and locations of the three workshops was sent to districts throughout the state inviting their attendance.

The first workshop was held on February 23-24 at the Huntington Beach Union High School District office. The second was held at the Los Angeles County Office of Education on March 16-17 and the final workshop on March 29-30 at the Santa Clara Office of Education. A copy of a letter is in Appendix D. Following each workshop attendees were requested to complete an evaluation form. This provided good feedback on the effectiveness of the presentations made and a basis for the modification of content and procedure for subsequent workshops. A summary of the ratings made by the attendees according to the various components of the workshop presentation is provided in the Appendix. Inspection of these data indicate that the workshops were generally well received. It is felt that the workshops were a valuable device for disseminating information about the projects and generating interest of other districts in beginning or expanding their career education activities.

In summary, the data available suggests that significant student growth occurred in the knowledge and skills of career decision-making as a result of their experience in the career decision-making class. It also suggests that these knowledges and skills were maintained over a period of time. Furthermore, there is evidence that a nine-week semester course in career decision-making may result in substantial student achievement. Although it was wished that the data could have been provided in a manner that would make possible more precise comparisons, it did provide substantial evidence of achievement of the objectives set for the CDM class. The teacher strike did have a substantial effect on the objectives of the project, particularly delaying accomplishment of greater development in the areas of infusion/staff development and articulation. However, in spite of these handicaps, a significant amount of activities were conducted and the majority of objectives accomplished.

Huntington Beach Project

The scheduled activities for the third year of this project were designed to meet the objectives incorporated in six components: 1) involvement in the project consortium; 2) dissemination; 3) staff development; 4) implementation; 5) articulation, and 6) assessment and evaluation of student outcomes.

With one exception, these components consisted primarily of a refinement and extension of the objectives developed during the previous year. The one exception was the dissemination component, which had as its principal objective the implementation of the demonstration workshops to be held in conjunction with the Fremont project and the State Department of Education. Activities for this project were conducted in four separate school sites, two high schools and two elementary schools. The findings which follow are summarized by component and, where applicable, are presented by individual school sites to provide a more detailed description of project accomplishments.

1. Involvement in the Project Consortium - This component simply specifies that project participation in the consortium would be continued throughout the year and that an evaluation of the project would be accomplished. The third party evaluator attended all the meetings of the Consortium Board of Directors. Verification of participation by project staff is available in the minutes of the board meetings provided. These meetings provided an opportunity to keep all members of the consortium informed on the status of developments of the individual projects and made possible a sharing of ideas and materials. It also made possible a direct interchange between project personnel and personnel of the state and federal funding agencies on matters of mutual interest and concern.

2. Dissemination Component - The first of two objectives for this component related to the development, scheduling and implementation

of the three state-wide workshops to be neld jointly by personnel of the two projects and the State Department of Education. Approximately one day was allocated for presentations by each of the projects with some time set aside for discussions of funding and other concerns by personnel of the State Department of Education. The workshops received very favorable ratings by those in attendance. Although some were critical of various aspects of the program, an analysis of the comments received indicated that the major objectives of the workshops to disseminate information about the projects and to generate interest in career education were successfully achieved. With the scarcity of funds available for the development of new educational materials and approaches, it becomes of paramount importance that worthwhile developments receive the widest dissemination. It is believed that these state-wide workshops were a cost-effective means of obtaining the desired results.

A number of other dissemination activities were conducted, including presentations made at the Orange County Career Education Conference, the Washington, D. C. Part D Dissemination Conference (conducted jointly with Fremont and state department personnel), the annual State Career Education and Economic Awareness Conference in San Diego, the Visalia School District, and the CAWEE convention in Fresno. Project staff expressed the belief that the workshops helped develop an increased awareness of their own strengths and needs, in addition to the value of sharing their materials and procedures with others.

The second objective of this component required that an additional feeder elementary district be provided inservice on a utilization of the career education materials. The Huntington Beach High School project staff inserviced the Westmont Elementary School of the Ocean View District. Materials and procedures of the project were shared with the elementary school and career speakers were provided as a result of the joint efforts of the elementary and high school personnel. A commitment was obtained for continued effort in the area of career education by the elementary schools, with plans made to assure non-duplication of effort. The project staff at Edison

High School, likewise, worked with personnel of the Gisler Intermediate School and Sauers Elementary School of the Huntington Beach Elementary District and Lamb Elementary School of the Fountain Valley Unified School District.

3. Staff Development Component - Interviews and surveys conducted revealed successful achievement of the objectives for staff development by the project. Specifically, the project staff was required to demonstrate that each site would develop priorities for staff development, would conduct a professional development program and that the majority of participants would evaluate the inservice received as helpful and would show an increase in the competencies addressed in the inservice program. A wide variety of staff development activities was reported by the individual project sites. Some activities, such as the workshop held in October at Huntington Beach High School and attendance at several conferences, involved participation by project personnel of the four sites. However, the large majority of staff development activities conducted were an attempt to meet the specific needs, interests and priorities developed at the individual sites. As an example of some of the activities conducted, the Huntington Beach High School staff developed grade level career programs in conjunction with the teaching staffs, such as the freshman social studies 5-day guidance unit, a 2-day program conducted in the Career Center for sophomores, visitations to 100 classrooms by the project staffs to update seniors, and presentations twice a month by the guidance staff to teachers on career education programs.

Among the extensive activities conducted by the Edison staff were: A general faculty inservice on career education, with participation by Dr. Green of the State Department of Education, and the inservicing of the faculty by means of department meetings throughout the year. During these meetings the faculty was inserviced on the use of the competency guides, provided an explanation of career education concepts, and helped develop individual lessons incorporating the career education competencies.

At the elementary level, staff development activities, both formal and informal, were conducted continuously throughout the year. At Lamb School the staff determined priorities for the career education competencies and developed plans to achieve their goals. A great deal of the time was spent in the preview of materials and discussion and modeling of techniques for their successful implementation. These areas were emphasized at the request of the staff. At Bushard Elementary School the staff was inserviced on materials available at the beginning of the school year for teachers in the primary and middle-cores. The upper core staff development meetings were held on an individual basis to respond to teachers' requests for the development of special units in career education. The career education technician not only introduced new materials in response to specific requests, but also provided model lessons in the classrooms in the use of the materials.

Since the inservice activities conducted were many and varied and both formal and informal throughout the year at each of the sites, evaluation of these activities varied from an immediate verbal feedback to formal assessment of programs offered. At the Huntington Beach High School site for example, each of the programs offered received a majority of positive ratings on program content, usefulness and clarity. With the exception of the October inservice meeting, in which project staff from all of the sites participated, the Edison project did not utilize formal assessments for the inservice programs, relying primarily on more indirect evidence (although somewhat less reliable) such as teacher cooperation in conducting the requested career education activities and oral feedback. The elementary sites both used formal assessments to obtain evidence of the value of the programs offered. Inspection of these data reveals successful achievement of the stated objectives.

More significant evidence of the value of the inservice programs, however, was believed to be the degree to which the majority of participants would show an increase in competencies addressed

in the inservice program. This, then, was written as the fourth and final objective for the staff development component. The coordinators of the high school and Lamb Elementary sites all reported that 100% of their staffs had demonstrated an increase of the competencies addressed in the inservice programs. It should be stated at this point that the career education technician responsible for implementation and evaluation of the Career Education Program at Bushard Elementary School left the position in April, having received an appointment as counselor in a county ROP program. From an inspection of the documentation available, it was not possible to determine the exact percentage of teachers who had addressed the competencies in their classes. However, an examination of the materials used and the record of activities conducted in the various cores of the program indicated a high probability of achievement of the objective by this site. In summary, documentation was provided of a very extensive and successful staff development program, which, in the absence of external funding, takes on increasing importance as evidence of the probability for continuation of the career education activities in the years to follow.

4. Implementation Component - As noted in the evaluation reports for the previous two years of the project, a substantial implementation of the competency-based model was observed. The data obtained by means of staff interviews and examination of records and materials used, demonstrated a significant increase in program implementation at all of the school sites. The first of two objectives for this component specified that the Career Education Program will be implemented by 60 percent of the elementary and 30 percent of the high school staffs. One hundred percent of the Lamb School staff were reported as actively participating in the implementation of the Career Education Program. Core plans which were developed at the end of the second project year were further refined and extended in order to enable even more active participation on the part of the staff, student aides, parent aides and students. With the exception of the plan for

a student store, which did not receive approval from the Fountain Valley School Board, all activities of the core plans were implemented. The following examples are suggestive of the nature and amount of activities conducted:

Kindergarten and first grade self-awareness activities were conducted in the classroom instead of in small groups with the career education technician, in order to enable the active participation of teachers, teacher aides and parent aides. When the activity booklet was completed, another was developed due to teacher, parent and student enthusiasm.

The K-3 Career Fair was extended so that each child could attend the presentation of two speakers of his/her choice. Follow-up activities and reports were completed by each student under the direction of their classroom teachers.

Each second grade child individually completed and discussed his/her career education folder with the career education technician or parent aide and all middle core students participated in extensive career education activities in their learning center.

Middle core students were given the opportunity to evaluate their career education units. The results indicated that they overwhelmingly enjoyed the class, felt they learned new things from the class, and reported they would like to have career education electives again. In the latter case, all but one student responded in the affirmative. The upper core students' evaluations were even more positive, with over 90 percent of the students responding positively on all items of the opinionnaire.

Due to the absence of the career technician at Bushard at the end of the school year, no precise data on the amount and type of program implementation was available. However, the data available suggests an increase in activity over the previous year in which the objective for implementation was exceeded.

At both high school sites, the Career Education Program was implemented by 100 percent of the staffs. At Huntington Beach High School all guidance and teaching staff conducted career-linked advisement activities during the entire year. Some of the specialized grade level activities have previously been enumerated in this report. At least three of the competencies were addressed by all of the staff at Edison High School. Some indication of the extent of activities conducted at various grade levels was also previously reported for Edison and will not be repeated.

A second objective for this component specified that 50 percent of the competencies identified as needed for graduation by the graduation standards committee will have been infused into the curriculum of Edison and Huntington Beach High School. As previously stated, assessments administered verified that all of the competencies were being infused into the curriculum of both schools. What is lacking, however, is the extent and quality of the infusion process. This could range from a bare introduction of a minimum number of competencies during the instructional process to a concerted effort to include all relevant competencies wherever possible during the course of instruction throughout the year.

5. Articulation Component - During the beginning stages of the project articulation activities were focused primarily within the school sites. The objective for the final year called for the refining of strategies for articulation between, across, and within the school sites of the project resulting in a transportable system. A significant amount of activity was cataloged during the final year for this component. Articulation activities between the elementary and high school sites produced some significant results. Although primary emphasis was given to developing a working relationship among their elementary feeder school project sites (Lamb with Edison, and Bushard with Huntington Beach High School), meetings were held with all nine feeder schools. This resulted in the development of

an articulation model for registration as well as a dissemination of various aspects of the Career Education Program. The teachers expressed their satisfaction as a result of the increased level of communication, and expressed the belief that students were better prepared for the advisement process at the time of transition from elementary to high school. In addition to the aforementioned articulation activities, of equal significance was the increase in horizontal articulation activities between and within schools. The two high school sites met on the average of twice a month to discuss common concerns and to share materials. Similarly, a very close and cooperative relationship was established between the two project elementary sites. Program plans, materials, and activities were shared in an effort to establish the best possible program at each site. The career technicians reported this to be a very rewarding experience for all concerned. The significant increase in articulation activities observed were appreciated, as evidenced by the comments made by parents, students and staff.

6. Assessment and Evaluation Component - The career development survey instruments developed for assessment of student understanding of career education concepts at the elementary school level were revised at the beginning of the school year.(See Appendix E) The survey instruments were based on the career education objectives identified for instruction by teachers in grades 2, 5 and 8. Following pilot testing of the revised instruments, the instruments were administered to a randomly selected sample of students from each 2nd, 5th and 8th grade levels at both Lamb and Bushard schools. All students in grades 2, 5 and 8 were administered the instrument at the control site (Oka Elementary School). These same students were given the post-test at end of the school year.

The pre/post-test results are presented in Tables 6, 7, and 8. t-tests were run to determine if a statistically significant gain occurred between pre and post-testing. Examination of Table 6 reveals that the students at Lamb Elementary School made a statistically significant gain in test score at all levels from the beginning to the end of the school year. The gain was probably much greater than that indicated,

Table VI

Pre - Post Results of Lamb Elementary School
For Grades 2, 5 and 8
On The Career Development Survey

Grade 2

	Pre	Post	Gain
Mean	14.96	20.18	5.22
S.D.	2.04	1.33	
N	27	27	

$t = 13.65$ $p < .001$

* * * * *

Grade 5

	Pre	Post	Gain
Mean	17.22	20.85	3.63
S.D.	3.80	1.79	
N	27	27	

$t = 7.24$ $p < .001$

* * * * *

Grade 8

	Pre	Post	Gain
Mean	17.92	22.21	4.29
S.D.	3.37	2.04	
N	29	29	

$t = 9.56$ $p < .001$

* * * * *

Table VII

Pre - Post Results of Bushard Elementary School

For Grades 2 and 5

On The Career Development Survey

Grade 2

	Pre	Post	Gain
Mean	15.77	16.04	0.27
S.D.	3.33	2.19	
N	22	22	

t = 0.35 N.S.

* * * * *

Grade 5

	Pre	Post	Gain
Mean	16.49	17.41	0.92
S.D.	3.21	3.54	
N	29		

t = 1.51 N.S.

* * * *

Table VIII

Pre - Post Results of Oka Elementary School
For Grades 2, 5 and 8
On The Career Development Survey

Grade 2

	Pre	Post	Gain
Mean	15.23	16.44	1.21
S.D.	2.86	2.99	
N	55	55	

t = 3.23 $p < .01$

* * * * *

Grade 5

	Pre	Post	Gain
Mean	18.02	18.57	0.55
S.D.	2.58	2.82	
N	42	42	

t = 1.07 N.S.

* * * * *

Grade 8

	Pre	Post	Gain
Mean	19.51	21.36	1.85
S.D.	2.76	2.36	
N	46	46	

t = 5.03 $p < .001$

* * * * *

however, since a large proportion of the students topped out on the post-tests, with 59% of the second grade, 48% of the fifth grade, and 24% of the 8th grade receiving perfect scores.

Although the pre-test results for the Lamb students were lower than the control school Oka students, the post-test results were higher for all grade levels. It is interesting to note, though, that both the second and eighth grade Oka students did make a statistically significant gain from pre to post-testing. Rather than observing a complete absence of career education activities, preferable for a control school condition, it was reported that the Oka staff did incorporate a number of career education activities as part of the instruction throughout the year. It is more difficult to account for the absence of any significant gain at Bushard. There were some indications that the testing was not conducted in the same manner as at the other schools, which may have accounted for the relatively poor showing at time of post-testing for this group.

At the high school level, two instruments were developed for assessment of student growth in career education. A 20-item multiple choice instrument was developed to measure students' understanding of career education concepts and knowledge of program-related information. A second 20-item instrument was designed to obtain a measure of student attitude toward the program. Copies of the instruments are located in the appendix E.

At Huntington Beach High School all freshmen were pre and post-tested on the two instruments described. On the objective test, the mean raw score for pre and post-tests was computed for each teacher's class. The increase in correct responses ranged from .40 to 7.14 with an average of 3.93 more correct responses following completion of the instructional unit. A mean score for all students of 69% correct response was reported. It is believed that this represents fairly good understanding of career information, considering the relatively short time of the instructional unit involved. The assessment of student attitudes for this school indicated a very positive attitude toward the program, with 81% positive responses, 17% negative and 2% no response.

At the Edison site, the analysis of the freshman orientation program by means of the instruments outlined above revealed rather similar results to that reported for the Huntington Beach site with a mean score gain of 3.12 and an average percent correct response at time of post-testing of 65%. On the attitudinal instrument, a positive response of 78%, likewise, was indicative of quite positive attitudes toward the program.

Although the data were not available in the form to determine whether the growth observed was statistically significant, there was an increase at both sites in the level of student understanding following exposure to the career education unit. It was not possible to obtain a control group. Therefore, it is not possible to state conclusively that the gains observed would not have occurred in the absence of the career education experience. Although all the data available is suggestive of a worthwhile program that does produce positive results, more exact knowledge of the effects of the program will have to await further study.

SUMMARY AND CONCLUSIONS

In response to a joint proposal by the Bureaus of Vocational Education, Pupil Personnel Services and Career Education Task Force of the California State Department of Education, the U. S. Office of Education funded a three-year project to develop two demonstration models of comprehensive career education. The Fremont and Huntington Beach sites were selected for project implementation, in part, because of previously demonstrated commitment and achievements in career education. The external funding, therefore, made possible an acceleration and refinement of previous developments, as well as the development and dissemination of more comprehensive models of career education.

The evaluator attempted to provide feedback to the project staff useful for program refinement and implementation, especially during the formative stages, as well as documenting achievement of the stated objectives. The degree to which this may have been accomplished was due, in large part, to the excellent cooperation and support provided by the personnel of the project sites and the State Department of Education. A detailed account of project activities and accomplishments for the first two years was presented in the annual and interim evaluation reports. A brief summary of project achievements and conclusions reached follows for each project site.

Huntington Beach Project

This project undertook the development and articulation of a K-12 competency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district. A major accomplishment during the first year of the project was the identification of essential competencies in career education, and, based upon these competencies, the development of curriculum guides for K-3, 4-6, 7-8 and 9-12. During the second year, the competencies were ratified and finally adopted by the Board of Education. Concurrent with these developments, significant progress each year in staff development and articulation activities

was observed as well as the development of plans for infusion, dissemination and the evaluation of student outcomes during the third and final project year.

The data collected during the final project year provided evidence of a significant amount of career education activity occurring at all four sites, as well as satisfactory achievement of most of the project objectives. Staff development efforts were well received, resulting in an expressed interest by many teaching staff to continue with infusion activities. To what extent this interest can be translated into more firm commitments and finally implementation will depend, in large measure, on administrative support and encouragement for career education.

Substantial development in articulation was accomplished during the third project year, both within and across school sites. The sharing of materials and procedures which occurred resulted in a reduction in the duplication of effort. Another, and possibly a more significant outcome of the articulation effort (one not designated as an objective of the project) was the development of a more systematic approach to registration and advisement for use by the high schools and their feeder elementary schools.

The objective for statewide dissemination of the projects was successfully achieved, with a majority of those attending providing quite favorable reactions to the workshops. A significant number of other dissemination activities were conducted, including presentations to other districts, both on and off site. With the exception of the sharing which occurred between the two high school project sites, little intra-district dissemination of project activities took place. A concerted effort to correct this should prove very beneficial and is strongly recommended, recognizing that it is not uncommon for one to be less well known or appreciated in his own backyard.

Considerable progress was achieved in infusion of career education into the total curriculum, with all teachers reporting some activities

conducted. Little is known, however, beyond the number of competencies addressed, of the extent and quality of the infusion process. A continuous and extensive monitoring and in-servicing will be necessary to ensure optimum infusion of career education in the curriculum and to preclude its being viewed as a mere add-on or something which receives lip service and is quickly forgotten.

The effectiveness of any educational program is, in the final analysis, the degree to which it results in significant change in student achievement and attitude. The development of valid and reliable measures of student outcome related to project objectives are not easily accomplished. The elementary sites developed instruments at three levels to obtain measures of student awareness and understanding of career education concepts. Both elementary sites demonstrated greater student growth i career education than the control group during the first two years of the project. The results for Lamb Elementary School continued to demonstrate significant growth during the final project year, as well as showing greater growth than the control school. The second elementary project school, Bushard, however, did not achieve any measureable progress during the final year.

At the high school sites, outcome measures were only available during the final project year. The data collected did reveal substantial achievement in knowledge of career education concepts and program-related information. The lack of a control group, however, precluded attributing achievement to program implementation.

At the close of the third and final year of the project, the site coordinators were requested to make their own assessments of the value of the project, its strengths and weaknesses, and prospects for future project implementation. Although these are the subjective judgements of the individuals involved, it is believed that the perceptions of those most intimately related to program implementation represent important information.

The coordinator at Edison High School expressed the belief that the project showed more positive results than anticipated, especially in changing the way students approach their education. The major contributing factor, it is believed, was the redirection of the guidance program from crisis counseling and schedule changing to a career guidance developmental approach. One positive result seen was the decrease in the number of schedule changes from 8,000 per semester at the beginning of the project to less than 1,000. Among some of the problems noted were the clerical time required in dealing with career folders, time for monitoring student activities and the scheduling of staff development activities.

The Huntington Beach High School Coordinator considered the flexibility of approach allowed as a major strength of the project, enabling each school to design a program suited to their own needs. The sharing of materials and ideas by all sites was also considered as a real strength of the project. Participation in only the final two years of the project by Huntington Beach High School was a weakness noted as well as a lack of intra-district dissemination.

At the elementary level, the Lamb School corrdinator expressed the conviction that the project had resulted in real growth by students in self-awareness, decision-making, career awareness and career exploration. Among the positive attributes of the program mentioned were the purchase of many materials made possible by project funds and the change in the teaching staff from a position of "allowing" the coordinator to work with their children to one in which they expressed a desire to infuse career education in their instructional activities. The Bushard coordinator was not available to obtain a final assessment of the project.

Fremont Project

The central thrust of this project, the development and implementation of a career decision-making course evolved from plans made during pilot testing of a guidance system developed by the Oregon State

Employment Service. During the first year of the project, substantial progress was made in development of the CDM course and its acceptance as an integral part of the regular curriculum. Additional achievements of the first project year included completion of a needs assessment, development of a Career Guidance Center and a design for staff development and articulation.

The second year consisted of a further refinement of activities in the operation of the Career Guidance Center and the CDM class. Initial attempts were also made at developing measures of student outcome at this time. Although significant progress was achieved by the project toward achievement of the objectives during the final year of the project, a teacher strike at the beginning of the school year did have a detrimental effect on several components, especially those related to staff development, infusion and articulation activities, all of which depended highly on teacher cooperation and participation.

Although considerable activity was catalogued for the Career Guidance Center, the lack of teacher cooperation resulted in several plans falling short of the goal. For the same reasons staff development activities achieved rather mixed results, as did some of the plans for articulation and community involvement.

The dissemination activities did provide for opportunities to reach a wider audience interested in learning of two different and distinct models of career education and were generally well-received The comments by those attending the dissemination workshops and during on-site visits attest to the interest in and perceived value of the program.

In spite of the problems encountered and the shortcoming of several aspects of the program, the principal component of the project, the development and implementation of the Career Decision-Making class, was very successful. The results, as measured by the career decision-making skills assessment instrument, demonstrated significant growth

as a result of the CDM course and the skills developed were maintained for a significant period of time.

When requested to provide an overall assessment of the project, the staff expressed strong convictions regarding the value of the project and the positive results achieved. One of the strengths mentioned was the ability to select personnel with strong interest and enthusiasm for career education. On the other hand, a weakness noted was the limited number of staff and administrators involved with a real understanding of the project.

Although successful implementation of a project can be demonstrated,great concern must be the probability of its continuation in the absence of external funding. Speaking of this concern, a 1977 report by the Rand Corporation of a four-year study of federally funded projects stated,"Projects taken seriously by district officials and school staff generally were more likely to be implemented than opportunistic projects. But even effective implementation did not always mean that the longer term federal objective of promoting stable change in local practices was achieved. At the end of federal funding, district officials had to decide about the continuation of a change agent project. This decision was not made primarily on the basis of the projects' educational success during the period of special funding, as a "seed money" model assumes. Instead, local organizational and political factors moderated and determined the districts' commitment to continue change agent projects, even if the project had demonstrated its value."

The evaluator, after reviewing all data available, is convinced that these projects have demonstrated their value. Project participants have indicated a strong commitment to continue with many of the activities begun during the course of the projects. It is recognized that, in a time of decreasing resources, those

areas requiring additional funds will have to compete with other priorities. It is hoped that the information presented will be useful in making these decisions.

APPENDIX A

JUNIOR CAREER PLANNING UNIT

Name _____

Date _____

1. My counselor is:

_____ Mr. Lynch

_____ Dr. Meyer

2. I have reviewed my Career Folder and the Career Action Plan that I made at the end of the Career Decision-Making class in Grade 10.

93% Yes

7% No

3. Please check the statement(s) that apply to You:

25% a) My career objectives have not changed. I need no help in planning.

20% b) My career objectives have not changed, but I need some help in planning how to reach them.

29% c) My career objectives have changed. However, I feel I can make adequate plans to achieve them.

15% d) My career objectives have changed and I would like some help in making plans on how to achieve them.

11% e) I am very uncertain about my career objectives. I would like some help from my counselor.

4. Dr. Meyer will hold a seminar on making plans for college, on scholarships and financial aids later this semester. Do you wish to take part in this seminar?

41% Yes

59% No

APPENDIX B

WAYNE S. FERGUSON, ED. D.
SUPERINTENDENT

FREMONT UNIFIED SCHOOL DISTRICT

40775 FREMONT BOULEVARD • FREMONT, CALIFORNIA • 94538

PHONE 657-2350 AREA CODE 415

June 5, 1978

TO WHOM IT MAY CONCERN

This is to certify that the career education staff and CD-M teachers at Irvington High School assisted the career decision-making program at Kennedy High School by -

- providing testing booklets and apparatus
- paying for the SEARCH materials
- providing resource materials for the school
- providing career decision-making materials

Because of the overall cuts in school programs, the career decision-making program will only be available to a limited number of students during the 1978-79 school year.

Joe Doering
Kennedy High School

BOARD OF EDUCATION

FRED E. WEIBEL, PRESIDENT GLORIA B. CARR, VICE PRESIDENT RICHARD W. AREY, CLERK

JAMES R. KLENT, MEMBER SYLVIA J. CORNELL, MEMBER

APPENDIX C

GOAL ACHIEVEMENT SURVEY

Enter the names of the courses you are presently taking this semester in the blanks across the top of the chart below.

Read each goal and enter for each of your courses the extent to which your experiences in the course contributed directly to your achieving the school goals. Enter numbers from the following scale to express your opinion.

5 = Course experience usually contributed to achieving school goals
4 = Course experience often contributed to achieving school goals
3 = Course experience occasionally contributed to achieving school goals
2 = Course experience rarely contributed to achieving school goals
1 = Course experience never contributed to achieving school goals

School Goals	Courses: 1 Social Studies	2 Homemaking	3 Career Decision Making Work Exp. Education	4 Business Education	5 Math	6 Language	7 Industrial Arts	
1. To become self-directing, self-responsible and self-evaluating.	3.2	3.4	4.4	3.4	3.0	3.2	3.5	
2. To acquire a desire for learning and intellectual curiosity.	3.1	3.6	3.5	3.2	3.5	3.2	3.8	
3. To be able to solve problems and think rationally.	3.0	3.5	3.5	3.6	4.2	3.5	3.5	
4. To become aware of the dignity and worth of yourself.	3.0	3.6	3.8	3.0	2.9	3.3	3.2	
5. To develop the ability to interact successfully with other people.	3.2	3.4	3.4	2.9	2.7	2.9	3.4	
6. To acquire skills and attitudes to succeed in family and citizenship roles.	3.1	3.1	3.1	2.4	2.4	3.0	2.9	
7. To acquire abilities for constructive and creative use of leisure time.	2.4	3.5	2.9	2.7	2.3	2.8	3.9	
8. To become aware of your occupational interests and abilities.	2.7	3.4	4.1	3.4	3.0	2.8	3.9	

GOAL ACHIEVEMENT SURVEY

Enter the names of the courses you are presently taking this semester in the blanks across the top of the chart below.

Read each goal and enter for each of your courses the extent to which your experiences in the course contributed directly to your achieving the school goals. Enter numbers from the following scale to express your opinion.

5 = Course experience usually contributed to achieving school goals
4 = Course experience often contributed to achieving school goals
3 = Course experience occasionally contributed to achieving school goals
2 = Course experience rarely contributed to achieving school goals
1 = Course experience never contributed to achieving school goals

School Goals	Courses 1 Fine Arts	2 Science	3 P.E.	4	5	6	7	
1. To become self-directing, self-responsible and self-evaluating.	3.3	3.5	3.1					
2. To acquire a desire for learning and intellectual curiosity.	3.5	3.7	2.7					
3. To be able to solve problems and think rationally.	2.9	3.6	2.4					
4. To become aware of the dignity and worth of yourself.	3.0	3.2	3.2					
5. To develop the ability to interact successfully with other people.	3.7	3.4	3.9					
6. To acquire skills and attitudes to succeed in family and citizenship roles.	2.5	2.9	2.6					
7. To acquire abilities for constructive and creative use of leisure time.	4.2	2.5	3.7					
8. To become aware of your occupational interests and abilities.	3.6	3.0	2.7					

APPENDIX D

FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT

EVALUATION OF DEMONSTRATION WORKSHOP

Check One - Orange County XX Los Angeles ____ San Jose ____

Check One - SUMMARY OF RESULTS

____teacher ____teacher/aid ____student

____counselor ____parent ____business/labor etc.

____administrator ____career center aide ____other

School _____ City _____

Please rate each of the concepts presented using a five-point scale (1=low; 5=high). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance.

Project Elements	Usefulness of Element in your School or District	Value of this Element in my School	Effectiveness of the Presentation
Skills Assessement	4.1	4.1	3.8
SEARCH System - (see reverse side)	4.1	3.8	4
Career Decision-Making Class	4.2	4.2	4.4
Organizing the World of Work by Functions	3.7	3.9	4.1
Career Development Concepts	3.4	3.9	4.0
In-Service Strategies	3.8	4.2	3.8
Overview of Fremont Career Education System	3.8	3.8	3.9

(Comments on reverse side)

FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT

EVALUATION OF DEMONSTRATION WORKSHOP

Check One - Orange County _____ Los Angeles XX San Jose _____

Check One - SUMMARY OF RESULTS

_____teacher _____teacher/aid _____student

_____counselor _____parent _____business/labor etc.

_____administrator _____career center aide _____other

School _____ City _____

Please rate each of the concepts presented using a five-point scale (1=low; 5=high). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance.

Project Elements	Usefulness of Element in your School or District	Value of this Element in my School	Effectiveness of the Presentation
Skills Assessement	4.1	4.1	3.8
SEARCH System - (see reverse side)	4.0	3.9	4.0
Career Decision-Making Class	4.1	4.2	4.4
Organizing the World of Work by Functions	3.9	3.9	4.3
Career Development Concepts	3.4	3.9	4.1
In-Service Strategies	3.8	4.2	3.8
Overview of Fremont Career Education System	3.8	3.8	3.9

(Comments on reverse side)

FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT

EVALUATION OF DEMONSTRATION WORKSHOP

Check One - Orange County _____ Los Angeles _____ San Jose XX

Check One -

SUMMARY OF RESULTS

_____teacher _____teacher/aid _____student

_____counselor _____parent _____business/labor etc.

_____administrator _____career center aide _____other

School _____ City _____

Please rate each of the concepts presented using a five-point scale (1=low; 5=high). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance.

Project Elements	Usefulness of Element in your School or District	Value of this Element in my School	Effectiveness of the Presentation
Skills Assessement	3.3	3.7	3.4
SEARCH System - (see reverse side)	4.0	3.9	4.0
Career Decision-Making Class	4.2	4.2	4.3
Organizing the World of Work by Functions	4.0	4.1	4.0
Career Development Concepts	4.2	4.3	4.3
In-Service Strategies	3.9	3.9	3.7
Overview of Fremont Career Education System	4.1	4.0	4.1

(Comments on reverse side)

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

I would like to invite you and appropriate members of your staff to attend a demonstration/dissemination workshop where a special project Operational Model for Career Development and Vocational Preparation, funded under Vocational Education, Part D will be featured.

This project will make available field-tested models of career development-vocational preparation programs with strong competency-based staff development and evaluation components that have raised students' occupational aspirations, knowledges, and skills. The emphasis is on bridging the gap between school and the world of work.

Two California School Districts and the California State Department of Education (Pupil Personnel, Vocational Education, Career Education) have formed a consortium to develop the models. These sites and their basic thrusts are:

- Huntington Beach Union High School District - Orange County

  Have developed competency-based curriculum guides for a comprehensive career guidance system at all levels K-3, 4-6, 7-8, 9-12. A program for infusing career development concepts into all classroom disciplines and an articulation program K-14, including the Community College, have been developed.

- Fremont Unified School District - Alameda County

  Have developed a Career Development System (K-Adult and continuing Education). This system is based on Career Decision Making Classes (CDMC) required of all 10th grade students utilizing a Career Center approach. Other approaches include use of community resources, occupational clusters and functions, worker trait groups, and SEARCH (the improved method of the GATB and Worker Trait Group Inventory).

In addition to a description of the two programs, information on possible funding sources to adopt or adapt this project will be presented.

The locations, times and dates of these demonstration workshops are:

Place:	Huntington Beach Union High School District 5201 Bolsa Avenue Huntington Beach, California 92647
Dates:	February 23, and February 24, 1978
Time:	Both Days - 9:00 a.m. - 3:30 p.m.

Place:	Santa Clara County Office of Education 100 Skyport Drive San Jose, California 95110
Dates:	March 29, and March 30, 1978
Time:	Both Days - 9:00 a.m. - 3:30 p.m.

Place:	Los Angeles County Office of Education (Los Angeles County School Districts Only) 9300 East Imperial Highway Downey, California 90242
Dates:	March 16, and March 17, 1978
Time:	Both Days - 9:00 a.m. - 3:30 p.m.

Sincerely,

Anne L. Upton, Program Administrator/Project Director
Pupil Personnel Services
(916) 322-6352

mvz

APPENDIX E

I.D. Number _____

__Pre __Post

__Experimental __Control

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (Primary)

Name_____Grade_____Date_____

School_____Teacher_____

Instructions: Put a circle around your answer.

1.	In our own families, we all have special jobs.	Right	?	Wrong
2.	Cars are usually built by only one person.	Right	?	Wrong
3.	People need to use numbers for many jobs.	Right	?	Wrong
4.	You can lift a heavy box easier if someone helps you.	Right	?	Wrong
5.	Because we live in the city, we do not need farmers.	Right	?	Wrong
6.	People your age can help you sometimes.	Right	?	Wrong
7.	Some people like their jobs more than others.	Right	?	Wrong
8.	You could play soccer even if you were all alone.	Right	?	Wrong
9.	It is harder to listen to the teacher's directions if you are talking to your neighbor.	Right	?	Wrong
10.	When you grow up and have a job, you will use some of the things that you are learning in school.	Right	?	Wrong
11.	Every person in your family helps in some way.	Right	?	Wrong
12.	People work only to make money.	Right	?	Wrong
13.	When you grow up, you will need to know how to count some things.	Right	?	Wrong
14.	Some of the things you are asked to do at home are different from some of the things you are asked to do at school.	Right	?	Wrong

15.	School children have the same jobs as adults.	Right	?	Wrong
16.	One reward of doing a job is feeling good about it.	Right	?	Wrong
17.	Every day you use something made by someone else.	Right	?	Wrong
18.	It is important to get along with other people at school.	Right	?	Wrong
19.	Playing safely on the playground is an important job of your's.	Right	?	Wrong
20.	Policemen, store owners and plumbers help us by doing their work.	Right	?	Wrong
21.	There is at least one thing that you can teach someone else.	Right	?	Wrong

Revised Fall, 1977

T.D. Number_____

___pre ___post

___Experimental ___Control

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (4-5)

Name_____ Grade_____ Date_____

School_____ Teacher_____

INSTRUCTIONS:
Circle the answer that best describes what you think about each statement. Mark an answer for each statement.

		TRUE	DON'T KNOW	FALSE
1.	A healthy person will develop better physically.	True	?	False
2.	People who work in our community are mostly farmers.	True	?	False
3.	As you grow up, it is possible to change your mind about the kind of job you would like to have.	True	?	False
4.	If you live in a city, you have more jobs to choose from than if you live on a farm.	True	?	False
5.	There are many jobs that exist today that did not exist ten years ago.	True	?	False
6.	Everyone agrees that money is all you should work for in a job.	True	?	False
7.	A fireman does not need to be in good physical condition.	True	?	False
8.	To be an astronaut, you have to know how to read, write and do math problems.	True	?	False
9.	When you talk to people, they always understand what you mean.	True	?	False
10.	You have to think more on some jobs than others.	True	?	False
11.	It takes many people to make a new car.	True	?	False
12.	People from other countries help us by sharing ways to cook food.	True	?	False

		TRUE	DON'T KNOW	FALSE
13.	Forest rangers work to protect the scenery and health of animals in the forest.	True	?	False
14.	You will enjoy all of the same things when you grow up as you do now.	True	?	False
15.	Schoolwork is easier when you like your classroom.	True	?	False
16.	The only time you learn anything new is in school.	True	?	False
17.	All people agree on what is right and wrong.	True	?	False
18.	It is important to think of many things before making a decision.	True	?	False
19.	What you do in your free time does not affect your family.	True	?	False
20.	You are likely to live in the same neighborhood when you grow up.	True	?	False
21.	Taking care of your house and yard is one way of being a good neighbor.	True	?	False
22.	When you graduate from school, you have learned everything you are going to learn.	True	?	False

I.D. Number_____

___pre ___post

___Experimental ___Control

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (6-8)

Name_____Grade_____Date_____

School_____ Teacher_____

INSTRUCTIONS:
Circle the answer that best describes what you think about each statement.
Mark an answer for each statement.

		TRUE	DON'T KNOW	FALSE
1.	You would have to move to a new location if you wanted to work as a gardener.	True	?	False
2.	Knowing what you can do well might influence your plans for a career.	True	?	False
3.	There are many jobs that exist today that did not exist ten years ago.	True	?	False
4.	How we feel about ourselves does not affect our job choices.	True	?	False
5.	A person can always find the job he wants in any area of the country.	True	?	False
6.	Most jobs require some knowledge of reading, writing and math skills.	True	?	False
7.	Your relationship with your teacher is similar to that of an employer and employee.	True	?	False
8.	It is not important to compare products when making a purchase.	True	?	False
9.	Only adults should have a savings account.	True	?	False
10.	People who are always on time for school will likely be late for work.	True	?	False
11.	Spelling ability is not important for a secretary as long as he/she can type well.	True	?	False
12.	It is all right to take things from a store as long as you work for that store.	True	?	False
13.	A mailman does not need to have reading skills.	True	?	False
14.	It is always best to buy the cheapest item you can find.	True	?	False

		TRUE	DON'T KNOW	FALSE
15.	Your choice of a career is not influenced by how well you do in school subjects.	True	?	False
16.	A laboratory researcher is likely to work with more people than an office receptionist.	True	?	False
17.	Your family's opinions influence your choice of a career.	True	?	False
18.	You have to study the same subjects in high school and college whether you are going to be a forest ranger or a lawyer.	True	?	False
19.	It is not important to consider your hobbies in the choice of a career.	True	?	False
20.	Following instructions from a boss on a job is much like following directions from your teacher now.	True	?	False
21.	Your friends can never influence the way you feel about things.	True	?	False
22.	The environment in which you work should not be an important consideration in your choice of a career.	True	?	False
23.	Good grades in science are not important for a person who wants to be a doctor.	True	?	False
24.	It is important only for poor people to plan and budget their money.	True	?	False

Revised Fall, 1977

Student's Name: _____

Date: _____

Teacher: _____

Grade Level: _____

Directions: Please circle the best answer for each question.

1. Which of the following is an example of a Career Cluster or Career Group?

   a. accounting
   b. photography
   c. health
   d. nurse
   e. journalism

2. The following are available in the Career Center:

   a. career folder
   b. college information
   c. information on career clusters/career groups
   d. a and b only
   e. all of the above

3. The number of credits required for graduation are:
   a. 252
   b. 180
   c. 170
   d. 264
   e. 242

4. Which of the following is not a service you can receive from the Career Center?

   a. scholarship information
   b. bus permits
   c. interest surveys
   d. all of the above
   e. none of the above

5. Information on graduation requirements are available in the:

   a. career folder
   b. student handbook
   c. guidance center
   d. all of the above
   e. none of the above

6. Which of the following represent career alternatives after graduation?

   a. 4 year college
   b. military service
   c. apprenticeship program
   d. all of the above
   e. none of the above

7. An interest inventory

   a. tells you what you can do.
   b. tells you which occupation you should enter
   c. tells you possible jobs available to you in your community
   d. all of the above
   e. none of the above

8. Which of the following are part of the decision-making process?

   a. gathering information
   b. considering values
   c. identifying alternatives
   d. all of the above
   e. none of the above

9. Which of the following are examples of personal values? (Not necessarily your own)

   a. high income
   b. independence
   c. security
   d. all of the above
   e. none of the above

10. Priority can be defined as:

   a. a ranking of things in order of their importance
   b. a linking of occupations into a cluster
   c. those things required in an occupation
   d. all of the above
   e. none of the above

11. Aptitude

   a. measures interest areas
   b. leisure time activities
   c. measures abilities or skills
   d. all of the above
   e. none of the above

12. Which of the following represent career alternatives while still in high school?

   a. on-the-job training (CROP or CAP)
   b. California High School Proficiency Examination
   c. Work Experience program
   d. all of the above
   e. none of the above

13. A Career Cluster is a group of:

   a. values
   b. related occupations
   c. strategies
   d. abilities
   e. none of the above

14. The career folder is stored in:

    a. the Guidance office
    b. the Instructional Center
    c. the Career Center
    d. the Activities office
    e. none of the above

15. The JOB-O and the COPS are examples of

    a. interest surveys
    b. Kuder/IQ tests
    c. GATB
    d. all of the above
    e. none of the above

16. Courses required for graduation are in the following departments:

    a. English
    b. Social Studies
    c. Math
    d. Physical Education
    e. all of the above

17. Courses are required for graduation in the following departments:

    a. Science
    b. Industrial Education
    c. Home Economics
    d. Business Education
    e. none of the above

18. A source for monitoring (keeping track of) one's education progress is:

    a. a transcript
    b. a career folder
    c. a counselor
    d. all of the above
    e. none of the above

19. The following are examples of possible training routes while in High School.

    a. elective choices
    b. out of school training (CROP, Work Experience)
    c. volunteer work
    d. all of the above
    e. none of the above

20. An interest is:

    a. something you like
    b. something you do well
    c. something that is required
    d. all of the above
    e. none of the above

Students Name:_____

Date: _____

Teacher: _____

Grade Level: _____

D PROJECT
STUDENT EVALUATION
Oct., 1977

Directions: Please read each question carefully, then mark in the box to the right of the question, whether you agree or disagree with it.

	AGREE	DISAGREE
1. I understand how to use my Career Folder for determining graduation requirements.		
2. I feel the interest survey was a valuable experience for me.		
3. I understand how my interests are related to occupational choice.		
4. I am aware of the importance of planning now for further education or an occupation following high school.		
5. I am aware of some educational and career opportunities available to me after high school.		
6. I know how to obtain the information necessary for educational and career planning.		
7. I understand the relationship between my high school program and my future plans.		
8. The Career Center has the information and materials necessary for future planning.		
9. The career program provided me with useful information about careers.		
10. The career program helped me better understand myself.		
11. I know how many units I need to graduate.		
12. The process of planning my high school courses was beneficial to me.		
13. I would recommend the career program to my friends.		
14. The career program helped me understand how my values (those things important to me) are related to occupational choice.		
15. I plan to use the Career Center when appropriate.		
16. The career program has helped me begin to set educational goals.		

	AGREE	DISAGREE
17. The career program has helped me consider several career choices.		
18. The career program helped me in the development of my four year educational plan.		
19. The career program has helped me to make better educational decisions.		
20. As a result of the career program, I better understand the connection between skills learned in specific high school courses, and those skills needed on the job.		

APPENDIX B

FREMONT UNIFIED SCHOOL DISTRICT SKILLS ASSESSMENT

COMMUNITY EXPECTATIONS FOR STUDENT SKILLS

Developed by
AT&T
Donald U. Honicky
Supervisor

In early 1970 the American Telephone and Telegraph Company and the Ohio Bell Telephone Company entered into a contract with the Battelle Memorial Institute in Columbus, Ohio to develop a method for determining what a broad cross section of the community felt a public school system should be teaching students. This project was named Community Expectations for Student Skills.

In the late 1960's (and continuing to today) it was recognized that high school graduates were entering the world of work without the ability to read, write, compute or otherwise function to a sufficient degree. Additionally, many communities were voting down various money issues for school support and some communities found that school doors were locked because the district had run out of money.

It seemed rather obvious that the school system was not communicating properly with its constituency. Over the years the public had determined that the schools were doing a good enough job and community controls were loosened to the point of noninvolvement. Suddenly, parents, students and employers were asking whether the schools were doing the kind of job that they were meant to and whether or not they should have closer supervision from the outside. This took the form of various interest groups, parents committees or community advisory boards that more often than not turned into an adversary group against the administration and teachers.

The purpose of this project was to find a way to organize the broad community (parents, teachers, students, businessmen and administrators) in such a way that they were not antagonists but partners in determining what the schools should be doing. It has been increasingly recognized that schools should not only be teaching those things necessary to move from one grade to the next or to meet the requirements for matriculation, but should also be teaching students the skills of living that often are vitally important. The Community Expectations process recognizes that the following elements must exist before such a cooperative effort is successful:

1. The goal of the process should be to work together to determine what should be done — not find fault with the existing curriculum.
2. The school system must be willing to make this their major activity for the period of the project and must publicly commit time, personnel and effort to the project.
3. The participants must all be trained to deal with the process of specifying skills in the same manner. They must be able to focus their efforts on skills in such a way that they avoid drifting into other areas of concern and so that the product is acceptable and useful to the schools.
4. The school board and the administration must be willing to respond to the work done by the broad community in such a way that the present curriculum will be analyzed for the existence of the skills desired by the community and so that skills not being taught will be woven into the curriculum where feasible.

The process includes thorough instructions for the school system and school board in suggested ways to make the necessary public commitments for the credibility necessary for success. It lays out through the use of organizational tables, manuals for the project director and superintendent, activity timetables, etc., the way to organize both the community and the school system for the project. There is a thorough training manual that enables a head trainer to train a small cadre of people in the process and in the rudiments of nonconfrontative group discussion methods. The manual then permits the cadre of trainers to train larger groups of volunteers who will conduct meetings throughout the community comprised of large numbers of volunteers from the various groups mentioned above.

The project director is given suggestions on how to obtain the community volunteers, the group leaders and the trainers. There are also recommendations for various community meetings to introduce the project initially as well as report back the results of the group efforts and explain what the school system will do with the data.

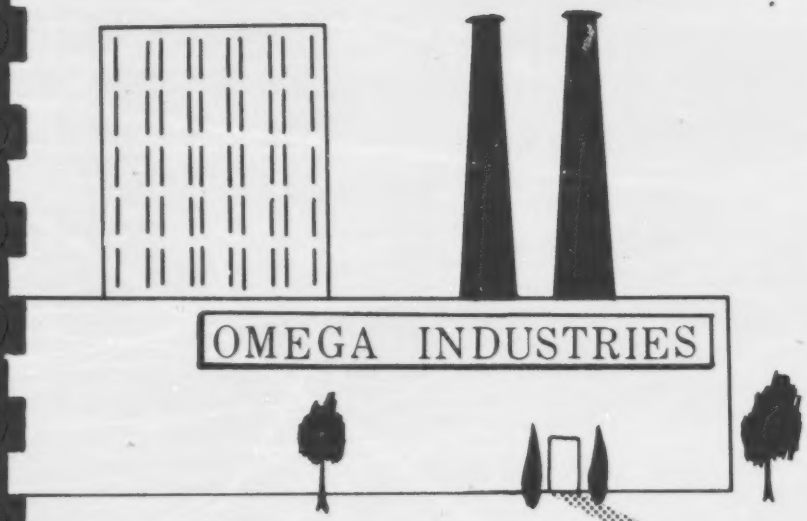
The process was initially designed in Columbus, Ohio and has been thoroughly field tested in Lancaster, Pennsylvania under the auspices of the State Department of Education; in Woodbridge, New Jersey and in Beaverton, Oregon, again under the auspices and with the cooperation of the State Department of Education.

Current Status

The AT&T developed process has been utilized in both the Fremont and Milpitas Unified School Districts. The information gained forms the basis for the current and projected career education relevant activities in these communities.

These materials are presently scheduled for release in 1976.
Request for additional information should be made to:

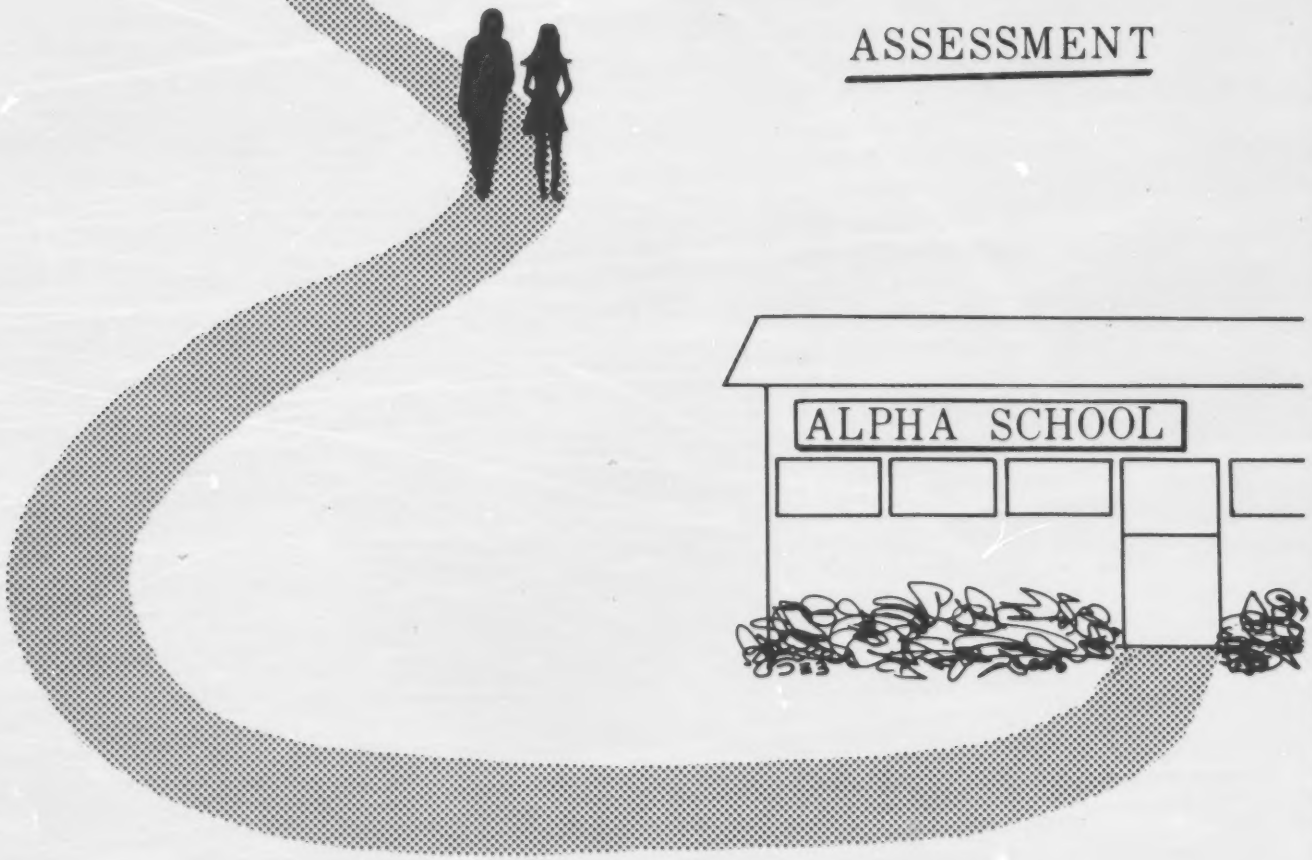
Donald U. Honicky
Supervisor Educational Relations
American Telephone and Telegraph Co.
195 Broadway
New York, N.Y. 10007



FREMONT UNIFIED SCHOOL DISTRICT

1976

SKILLS ASSESSMENT



DEVELOPMENT AND IMPLEMENTATION OF SKILLS ASSESSMENT PROGRAM FOR FREMONT UNIFIED SCHOOL DISTRICT, K - 12

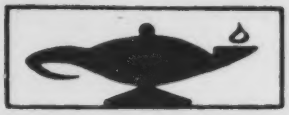
JANUARY TO JUNE 1976

by

Ransom J. Moore, Sr.

PROGRAM COORDINATOR

WAYNE S. FERGUSON, ED.D.
DISTRICT SUPERINTENDENT



FREMONT UNIFIED SCHOOL DISTRICT
40775 FREMONT BOULEVARD ■ FREMONT, CALIFORNIA ■ 94538
PHONE 657-2350 AREA CODE 415

June 30, 1976

Board of Education
Fremont Unified School District
40775 Fremont Boulevard
Fremont, California 94538

Dear Board Members:

In recent years people all over our nation have heard an increased amount of comment about what is being taught in the public schools. Some of the comments are positive, other comments are negative.

Like most districts, the curriculum in the Fremont Unified School District is a tried and true curriculum; but, in the minds of many in the community it may be in need of rejuvenation. With your support and encouragement, we have, over the past four months, been through a process called The Community Skills Assessment program. During this process, some five hundred and fifty-six (556) individuals representing the business community, the community at large, students, teachers, and school administrators have put in several thousand man hours in reporting to us what they wanted the young people of Fremont taught in order that those young people may "Make It" in life after they leave our schools. Thanks to your willingness to support this effort, and thanks to the tremendous amount of time and effort put in by the people who participated, we present to you this document which sets forth those skills the community feels should be taught.

This program is the first step in an ongoing attempt to provide the people of Fremont with the type and quality of educational program they desire for their children. The next step is to assess our current curriculum in light of what they have told us. We will then come up with a further report stipulating those items which are currently included in our curriculum, those items which because of law, or other reasons, can not be included in the curriculum of Fremont Unified School District, and those items which can be implemented into the curriculum along with a possible time table of such implementation. The second report will be ready for dissemination to you and the community approximately November 15, 1976.

I wish to pay special tribute to Mr. Phil Brazil and Mr. Joe Moore, who have spearheaded this project, and again express to the Board and to the community my sincere appreciation for their support and the thousands of man hours which have gone into this project. With continued support of this type, the time will come when Fremont will have the outstanding educational program in the state of California.

Very truly yours,

Wayne S. Ferguson, Ed.D
District Superintendent

WSF:ma

ACKNOWLEDGEMENTS

The program coordinator wishes to express his thanks to Dr. Wayne Ferguson for his support and continuing efforts to have community involvement in the affairs of the Fremont Unified School District. The Skills Assessment Program was the opening of an intensive effort to involve the community businesses, lay, professionals, students and educators in the design of a curriculum.

Thanks are due the Fremont School Board who were willing to ask for suggestions of subjects to have in the curriculum and involving the community for those suggestions.

To Mr. Philip Brazil for his guidance, suggestions and allowing the program to progress at a natural pace when things looked rather remote.

Thanks to the extra efforts of Mr. James Mayo in the forming of the initial program and goals along with Dr. Lee Foust and Mrs. Ann Crumpton who came all the way from Oregon to work on the program over the weekend.

A special recognition must go to those persons from within the school system who volunteered to be "trainers" and go to the schools to help the groups in their efforts: Marty McCoy, Bert Robarts, Francis Brewer, Ann Souza, Bill Lincoln, Dick Giudici, Norm Stelle, Kathy Reynolds, Kristen Olson, Joe Hilton, Napoleon Amboyan, Jim Allen, Richard Hammer, Art Oldenburg, Nick Silvestri, Homer Sweeney, "Bo" Conley, and Pat Ackley and Kay Pacheco who, in addition to being trainers, were also compilers. To the "leaders" who took the initial step forward into the unknown and then accomplished in an exemplary manner what we asked of them. In addition, the hundreds of Fremont citizens - residents, business persons, high school students, teachers and school administrators - who contributed their time, efforts and ideas in order to bring about a better curriculum within the Fremont Unified Schools.

Ransom J. Moore, Sr.

TABLE OF CONTENTS

Letter of Introduction - Dr. Wayne S. Ferguson . . i
Acknowledgements - Program Coordinator ii

Purposes 1
Selection of Representatives 1-2
Planned Participation Totals and Percentages . . . 3
Planned Representation by Attendance Area (A) . . . 4
Planned Representation by Attendance Area (B) . . . 5
Item Input by Group and School 6
Goal Area Percentages Graph 7
Items by Group and School Graph 8
Goal Areas Frequency by Attendance Area . . . . .
- Citizenship 9
- Economics 14
- Emotional Health 23
- Energy and Environment 26
- Examination of Values 27
- Family Living 32
- Fine Arts 45
- Human Relations 49
- Occupational Selection and Preparation 55
- Communications 61
- Leisure Time 68
- Career Planning 71
- Mathematics 77
- Science and Technology 79
- Past, Present and Future Society 80
- Physical Education and Health 85
- Use of Information 91
- Unidentified 106

FREMONT UNIFIED SCHOOL DISTRICT

SKILLS ASSESSMENT PROGRAM

Purposes of the Assessment

The purpose of this project for the Fremont Unified School District was to find a way to organize the broad community in such a way that they will not be antagonists but partners in determining what the schools should be teaching in the curriculum. It has been increasingly recognized that schools should not only be teaching those things necessary to move from one grade to the next or to meet the requirements for matriculation, but should also be teaching students the skills of living that often are neglected but vitally important. The Skills Assessment process recognizes that the following elements must have been in existence before such a cooperative effort is to be successful:

1. The goal of the process was to work together to determine what should be done, not find fault with the existing curriculum.

2. The school system made this an activity for a period of six months and publicly committed time, personnel and effort to the project.

3. The participants were all to be trained to deal with the process of specifying skills in the same manner. They, most of them, were to focus their efforts on skills in such a way that they avoid drifting into other areas of concern so the product was acceptable and useful to the schools.

4. The School Board and the Fremont Unified School District administration are to respond to the work done by the broad community in a positive manner, first, showing what the results are, then the present curriculum will be analyzed for the existence of the skills desired by the community so the skills not being taught will be woven into the curriculum where feasible.

Selection of Representatives

This activity was designed to involve a large number of residents, students, teachers, administrators and business people of the community in generating a list of skills they thought a student leaving high school should have in order to be effective in life. Fifty-seven of the scheduled sixty-two groups of fifteen per group scheduled, met simultaneously in the high schools plus Alviso, Niles, and Warm Springs Elementary Schools to produce such a list of skills

The first phase of the Skills Assessment activity was from January 12 to March 30, 1976, and involved general planning, dissemination of information to the public and selecting group leaders to condust the various meetings.

The second phase spanned a period from April [illegible] May 5, 1976. The program coordinator who had conducted a similar program in Beaverton, Oregon, was employed to train the school district personnel, who volunteered to train the group leaders, to conduct their respective skills assessment meetings.

Of the one hundred eighty-six (186) group leaders, one hundred forty-four (144) represented the residents who live in the school district, eighteen (18) represented students from the five high schools and continuation schools, fifteen (15) represented the teachers of the five high school attendance areas, three (3) from various district administrative levels and six (6) from the business community. Using specific guidelines to insure a broad representation of the community, the resident and student group leaders and three (3) business persons were recruited by the high school principals and, in addition, a specific number of teachers. There was also one (1) teacher selected by each of the elementary principals. The administrator leaders and representatives were selected at random by the program coordinator from different school levels and in various managment positions. Resident and student group leaders, three (3) from each school, were then to select four (4) other persons for a combined total of fifteen (15) to each group and to participate in two evening meetings which occurred on April 20 and May 4, 1976.

The total attendance at the meetings was five hundred thirty-seven (537) or 58% of those scheduled of which 18.99% were minorities in comparison to 13.6% in our school system.

The meetings were conducted in a manner to insure that all particpants had equal opportunity to contribute to the list of skills that were being compiled. The groups, after compiling their list of skills and descriptors, then placed them under one of the school district's existing seventeen goal areas in the leader's manual. Many of the skill areas, the groups felt, did not fit, therefore requiring an "unidentified" area be used.

The total community groups produced two thousand twenty (2,020) broad skill statements with an average of 3.4% descriptors which further clarified these skill statements. Many of the skills were duplicated from group to group but the total number of items produced was six thousand eight hundred seventy-seven (6,877).

PLANNED PARTICIPATION TOTALS AND PERCENTAGES

	TOTAL GROUPS	TOTALS	% OF TOTALS	# LEADERS	TOTALS IN DISTRICT
STUDENTS	6	90	9.7	18	31349
TEACHERS	5	75	8.1	15	1350
RESIDENTS	48	720	77.4	144	75480
ADMIN.	1	15	1.6	3	84
BUSINESS	2	30	3.2	6	APPROX. 3000
	62	930	100.0	186	

TOTAL BY/ % AREA/ TOTAL	AMERICAN	IRVINGTON	KENNEDY	MISSION	WASHINGTON
	174/18.71%	234/25.16%	174/18.71%	189/20.32%	159/17.10%

PLANNED REPRESENTATION

BY

ATTENDANCE AREA - (A)

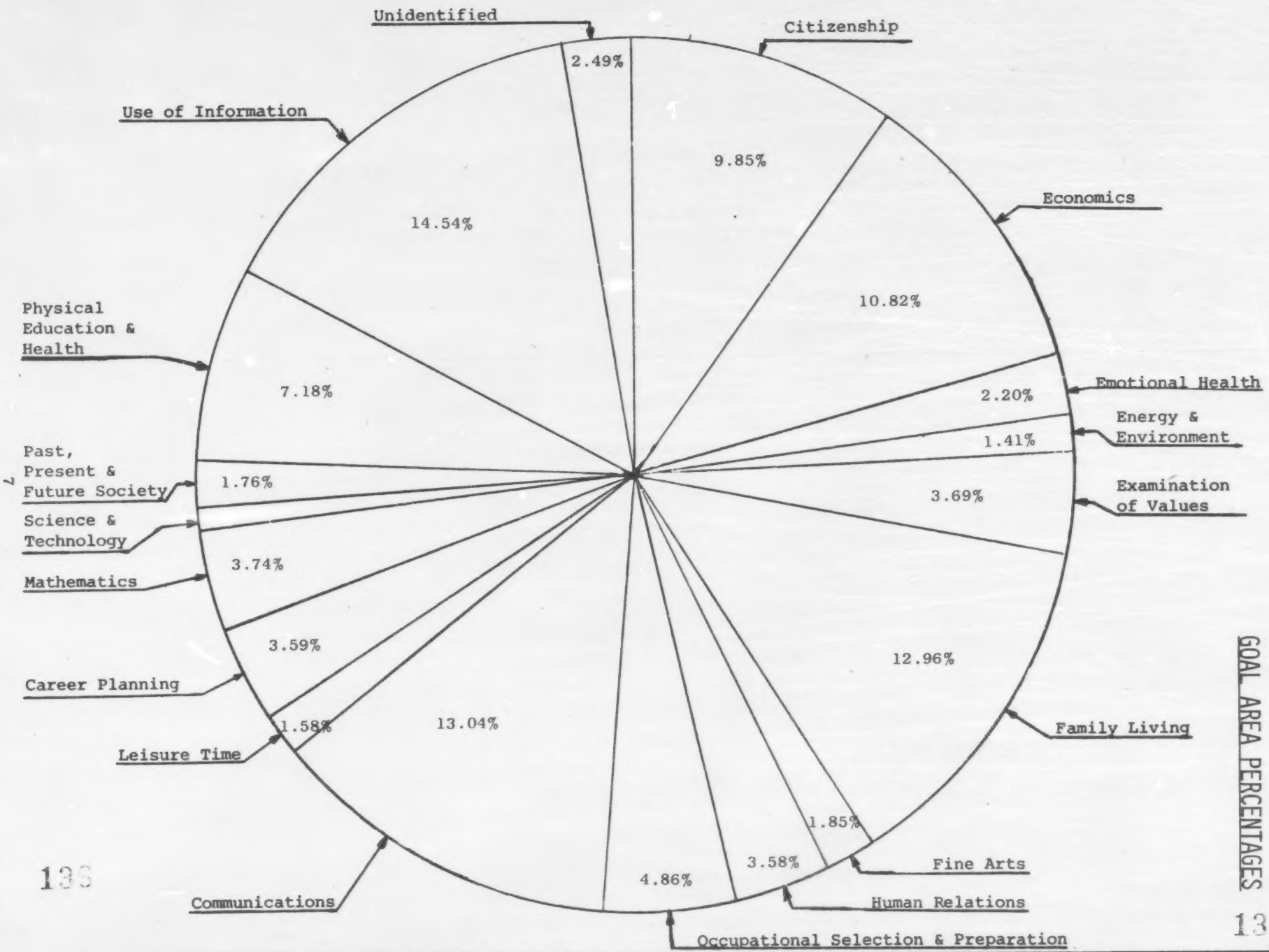
	AMERICAN	IRVINGTON	KENNEDY	MISSION	WASHINGTON	WILLIAMSON	HILLVIEW
STUDENTS	15	15	15	15	15	15	
TEACHERS	8	5	8	8	7	2	1
RESIDENTS	15	15	15	15	15	15	
ADMIN.	15 TOAL FROM ALL SCHOOLS AND DISTRICT						
BUSINESS	6	6	6	6	6		

PLANNED REPRESENTATION BY ATTENDANCE AREA - (B)

AREAS	AMERICAN	IRVINGTON		KENNEDY	MISSION	WASHINGTON
JR. HIGH	THORNTON	HORNER-ROBERTSON		WALTERS	HOPKINS	CENTERVILLE
STUDENTS	0	0	0	0	0	0
TEACHERS	1	1	1	1	1	1
RESIDENTS	15	15	15	15	15	15
ELEMENTARY SCHOOLS REPRESENTED	7	10		7	8	4
STUDENTS	0	0		0	0	0
TEACHERS	6	8		6	6	4
RESIDENTS	105	150		105	120	60

ITEM INPUT BY GROUP AND SCHOOL

	Administration	Business	Student	Teacher	Resident	Unidentified	Total	% of Total
Citizenship	28	12	60	63	514	1	678	9.85
Economics	15	31	85	116	497		744	10.82
Emotional Health	4	10	17	5	115		151	2.20
Energy & Environment	6		4	18	69		97	1.41
Examination of Values	16	1	22	28	187		254	3.69
Family Living	43	1	77	96	674		891	12.96
Fine Arts	4	1	3	14	105		127	1.85
Human Relations	4	6	33	30	173		246	3.58
Occupational Selection & Preparation	19	4	49	24	236	2	334	4.86
Communications	20	16	86	114	655	6	897	13.04
Leisure Time	5		5	14	83	2	109	1.58
Career Planning	7		17	55	168		247	3.59
Mathematics	5	1	31	21	199		257	3.74
Science & Technology			16	7	36		59	0.86
Past, Present & Future Society	5		11	11	94		121	1.76
Physical Education & Health	8		69	48	366	3	494	7.18
Use of Information	29	3	85	141	742		1000	14.54
Unidentified	8		23	7	133		171	2.49
Total	226	86	693	812	5046	14	6877	
% of Total	3.26	1.25	10.08	11.81	73.37	0.20	100%	



GOAL AREA PERCENTAGES

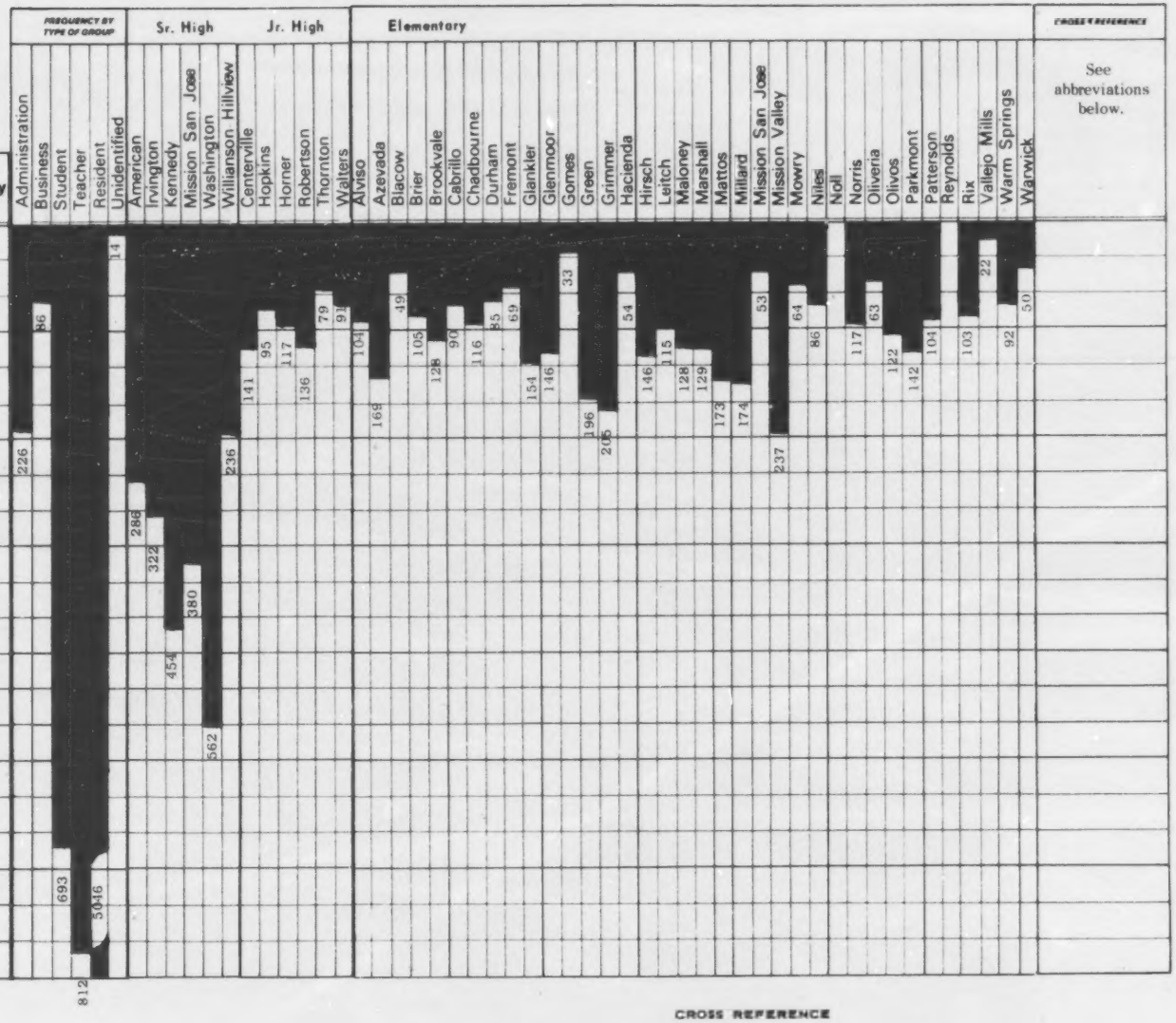
Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency
GRAPH SHOWS NUMBER OF	
ITEMS SUBMITTED BY EACH	
GROUP, EXCEPT RESIDENT,	
WHICH WAS TOO LARGE TO	
BE DISPLAYED IN PROPER	
PROPORTION.	



CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
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S&T Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
UoI Use of Information
UID Unidentified

Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Willenson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE
CITIZENSHIP																																																						See abbreviations below.
1. Know Local, State and Federal Government																																																						
a. Understand operation of local, state	28	1		3		24		1	1		1		1	1		1				1	1	1			1	1	1		1	1		1			1	1	1		1	1	1	1	1		1		1						1		See UID-3abc See Soc-2c 3f
and federal government																																																						See Soc-8,9,14abc See HR-3
b. Willing to take active part in it	20	1		1	1	17		1		1	1	2		1	1	1			1		1								1				1		1				1		1	1		1			1					1	See CP-19 See ExV-5h
(productive role)																																																					
c. More aware of what is going on	5	1		1	1	2		1					1			1										1																												See LT-15,Soc-1a See SOC-1
-voting and register (importance) (procedures)	36		1	3	4	28		1	2	2	1	2	1	1		1			1	1		1	1	1	1			1			1	1	1		1			1	1	1		1		1	1	1		1		1	1		1	See CZ-4
-city council (attend meetings)	13	1		1	1	10			1	1	1		1	1						1	1								1		1								1					1			1						
-local government (operation)	25	1	1	4	1	17	1	1	2		1	1	1	1							1			1	1	1	1			1		1	1				1			1	1			1		1					1		1	See Soc-2C
-permits, licenses	4			1		3					1																					1							1	1														See CP-7c
-read newsprint (be informed)	18	1	1	2	4	10			1	3	1	2		1	1				1		1												1	1							1			1		1								See OSP-1p UoI-1a-g
-go to library (phone book)	3				1	2					1								1		1																																			See LT-12 UoI-5a,b,10a,21g
-representatives and candidates (issues	19	1	1	3	2	12			1	2	1	1	2	1							1							1			1			1				1		1		1				1							See Soc-1c
and meetings)																																																						
-agencies available for needs(functions)	23	1	1		1	20			1		1	1	1	1	1				1				1		1			1			1			1	1	1		1						1	1	1						1	FL-11h,HR-12d,FL-10c LT-5,UoI-5h EE-1
-rights and responsibilities (legal)	30	1	1	3	3	22		2	1	2	2	1	1		1	1			1	1			1		1			1			1	1		1		1		1		1	1		1	1		1	1				1	1	See UoI-2,4e
-taxation	8				2	6			1		1	1							1					1									1								1											1	See Ec-8,13 UoI-19r,20
-welfare and social security	6	1			1	4		1			1																				1						1	1													See FL-1b, UoI-5mn,19g,p
(rights and benefits) (disability)	5	1				4																						1			1						1	1													See FL-9n UoI-2d
-how to use system (supply & demand)	11	1			1	9		1			2		1	1											1			1			1				1						1											See UID-3a Ec-3g,16,17

CROSS REFERENCE

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Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Willenson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
CITIZENSHIP (Continued)																																																					
-checks and balances of system	9	1		1	2	5			1		2		2	1					1																				1																1	
-individual freedoms	10	1		1	2	6			1		2		1	1					1				1																		1														1	See ExV-1d
-practice in school (mock government)	1					1																																		1														
-duties of officials (position)	7				2	5			1		1																			1				1	1		1									1								
-documents, Bill of Rights, Constitution	10	1		3	2	5		2		2	2	1		1																					1													1						
-judicial system (various courts)	17	1		3	1	12		1	1		1	1	1	1				1	1			1	1					1	1					1	1							1					1							See Soc-1g
-military opportunities	1					1																													1																		See CP-19
-who makes laws	11	1		3	1	6		1	2	1	1		1	1																						1	1		1	1														
-how laws affect us	15	1		4	1	9		1	2	1	1		2	1									1								1	1				1	1																UID-4d, OSP-3b UoI-2,4e,10f
-how changes are made	14	1		3	1	9		1	2	1	2		1	1		1																1				1	1																
-career opportunities	1					1																																	1															OSP-1
-police department (know protection)	7				1	6					1	2								1		1											1															1						UoI-5j
problems faced	3				1	2					1	1																					1																				
communication system	1					1					1																																											
attitudes toward police (rights)	7				1	6					1	2								1													1															1						
-U.S. History (government)	7					7			1							1																		1	1		1										1				1		SOC-3,10,15
(concepts, not names and dates)																																																					SOC-3d,j,k,l,o,n
-school boards and administrations	8		1	1		6		1		1	1			1					1																			1																	
-respect for ideals (other's rights)	11	1				10			1		1					1			1				1									1	1		1																1		
-business (private and government owned)	5	1	1			3								1										1													1																	

CROSS REFERENCE

10

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CITIZENSHIP (continued)																																																					
-labor unions (laws)	2					2																			1	1																												SOC-19
-lobbyists	1				1						1																																									
-water and sanitation districts	2		1			1													1																																		
-PTA responsibilities	1					1													1																																		
-car license renewal	1					1																1																															CZ-2a, UID-4
-license and identification procedures	1					1																								1																						
-due process of law	4				1	3			1		1																					1			1																	
-jury duty	4				1	3			1		1								1									1																								
-trial procedures	3				1	4			1		1								1									1																				1				
2. Knowledge of Laws (Criminal and Civil)	6	1		1		4						1	1				1					1																												1				
a. Know rules and regulations (respect)	21	1		2	2	16		1	2	2	1	1	1	1			1									1				1	1	1			1			1			1	1		1	1			1				UoI-5j
-consequences for not following	11	1		1	2	7		2	1		1			1					1														1	1											1		1				
(penalties)																																																				
-of science	1					1																													1																
-traffic (MVC) and car	6					6										1										1						1		1				1					1								UID-4, CZ-1c
-building and zoning	1					1																									1																				
-fire codes	1					1																									1																				
-health codes	4					4																						1				1		1				1													UoI-5i, 9
-city ordinances	6					6								1			1											1				1		1				1													
-constitution and amendments	2			1	1					1		1																																								

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Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF RESPONSE: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Jr. High: Williamson Hillview	Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Alvso	Elementary: Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Olivera	Olvos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	See abbreviations below.
CITIZENSHIP (continued)																																																						
-pedestrian	1						1																																1																	
-animals	1						1																																1																S&T-4
-business	2						2							1																										1																
-drugs, alcohol, etc.	2			1			1	1																											1																			PEH-1
what they do (affect)	2			1			1	1																											1																			PEH-1
-driver ed.	1						1																												1																			PEH-10d, FL-6b
-charges against you	1			1									1																																										
-bail- parole procedures	3			1			2						1																						1											1								
-how to get a lawyer	6					1	5	1								1			1											1										1			1														UoI-5r, HR-1b
-home owner rights (liabilities)	4						4									1															1															1	1								Ec-11
-marriage and divorce	4						4					1														1		1			1																									FL-1b
child custody	2						2									1															1																									FL-10, 111 HR-6, 12
bankruptcy	1						1																									1																									Ec-4
-renter (agreements)	2						2					1																												1																		Ec-13
-common law	1	1																																																						
-credit - good or bad	1						1																																																	Ec-4, 8, 12e
-contracts	3						3																																1																		Ec-11j
-income tax	1						1																																																	Ec-8a-1, 13
-vandalism	1	1																																																					
-promiscuity	1						1		1																																															FL-9

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CITIZENSHIP (continued)																																																							
-search and seizure	1					1											1																																									
-student rights	2			1	1			1					1																																										
-student graduation requirements	1			1									1																																										
3. Respect to (rights - discipline)																																																								
a. Self, will, estate planning	11				1	10		2	1		1																			1			1			1							1			1	1	1									FL-4g, HR-8
b. Civic (law)	12	1				11			1		1									1		1											1			1	1					1	1					1	1							
c. Job	4					4			1			1												1						1																									OSP-3, CP-1, COM-2w, SOC-17
d. Political (debate)	3					3			1											1																								1													Com-2u
e. Family	4					4			1			1					1													1																									FL-1b,5a,9o, HR-1d
f. Other (social)	15	1				14		1			1	1								1	1		1							1			1		1	1						1					1	1							1	HR-2
g. Courtesy	6					6		1				1											1							1			1			1																			HR-2d, Com-2v
h. Handicapped and aged	2					2																								1							1																		FL-9n
i. Business (local, national and international	3					3														1			1																					1														
j. Property	4					4					1						1																		1	1																			
k. Responsibility	6					6		1			1				1					1															1	1																					HR-2g, OSP-19
l. Value of democracy	6					6		1									1			1	1															1	1																				
m. Set an example - teachers	1					1																																				1														
n. Authority (command by principal, teacher, aide, parents	2					2																												1											1												

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CITIZENSHIP (continued)																																																					See abbreviations below.
o. National heritage	2						2															1																																	Soc -3d,n,o, MA-3r ExV-2b,d,3a,b,f,g,
4. Voting (Ballot)																																																					
a. Intelligently (political structure)	11		1	2	1	7		2			1		1		1	1					1																						1		1		1								
b. Know platform (candidates, parties)	19		1	2	4	12		2		1	1	2		1	1	1					1		1	1	1							1	1														1						
c. Political issue (where to find platform)	17		1	1	3	12			1	1	1	1			1	1	1	1			1			1	1							1	1												1	1	1					
d. Candidate's responsibilities (choosing)	11				2	1	8		1			1		1			1	1			1			1									1												1			1				1		
e. How rights are lost	2					1	1		1																																						1						
f. Why voting is important	5				2	1	2		1			1		1				1														1																					
g. Campaign funds	1						1																																									1						
h. Needs for re-register	3					1	2		1			1																					1																					
i. Absentee ballots	1						1																									1																					
j. Petitions (put on ballots)	1						1																		1																													
k. Petitions (file for candidacy)	1						1																		1																													
l. Voting machine	2					1	1	1													1																																		
ECONOMICS																																																					
1. Everyday Economics																																																						See HR-6a FL-1b, MA-2f Ec-91
a. Understand and compute interest rates	13			1	2	10				1	2			1															1				1			1			1		1		1					1		1	1	
b. Understand basic business contracts	8					8					1	1								1					1														1												1	1	

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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE
ECONOMICS (continued)																																																					
c. Able to make a balance sheet	11	1			1	9			1			1	1			1				1								1	1		1				1																1		Ec-2
d. Able to make change (money)	9			1	1	7			1	3											1													1															1		1		MA-2c, UoI-11-1
e. Understand costs of marriage	1		1																																																	FL-1b
f. Basic mathematics	17			2	3	12		2		2		2													1	1		1				1	1	1		1		1				1					1			1		FL-5a,6a MA-1,Ec-5d
g. Know legal options (status)	3					3													1						1				1									1															
h. How to read	5				1	4				2															1										1		1															
i. How to apply for a job	1					1																			1																											CP-3a thru g UoI-19h, FL 1b
j. Write clearly	2					2													1						1																													
k. Knowledge of penalties for non-payment	1					1													1																																		FL-1b, Ec-4
l. Planning for future	4					4			1				1				1												1																										
m. Costs with only one partner working	2		1	1				1																																														
n. Know priorities	10			1	2	7			1	2	1	1					1																1			1				1														
o. Able to adjust	4			2		2		1	1	1																											1																	
2. Maintain a Budget (know how)																																																					FL-1b,2b, MA-2A LT-9b, CP-7a,15c
a. Elementary budget (live within)	37	1		5	4	27		2	3	3	1	2	1			1	1		1	1		1		1		1	1	1		1		1	1	1		1	1	1		1		1		1	1	1		1		1		
b. Understand wages and salary (gross/net)	12	1			2	9		1		1			1	1				1	1							1							1			1	1			1						1							
c. Understand disposable income	12	1		1	2	8		1		2	1		1	1				1																			1	1		1						1							
d. Consumer expenditure breakdown	12	1		2	2	7		1			1	1	1					1			1				1				1								1									1						
e. Work benefits	1					1											1																																				
f. Wage deductions	4				1	3				1							1														1								1													

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Skills Assessment

Fremont Unified School District

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ECONOMICS (continued)																																																						
g. Various pay rates/hr. (vacation, sick,etc)	2					2											1															1																							CP-7b
h. Recurring expenses	4					4							1	1																		1																				1			-
i. Emergency expenses (medical, car, etc.)	7			3	1	3			1	1		1	2	1																	1																						
j. Value of promotions	1					1											1																																						CP-20a
k. Why budget successful or not	2					2																	1														1																	
3. Have Basic Business Skills																																																						CP-16
a. Negotiate prices	2			1		1					1																		1																										
b. How to say no	6			1	1	4					2						1			1			1				1																												UoI-22n
c. How to buy a house, car, etc.	2			1		1					1																		1																									FL-2a,4
d. Expansion of business	1				1					1																																												
e. Creation of employment	1				1					1																																												
f. Economic terms	2				1	1				1																			1																									
g. Supply and demand	3				1	2				1																			1			1																				CZ-1c
h. Corporate structure	1					1																										1																					CZ-2a, FL-1b
i. Public relations	1					1																										1																					UoI-18a-d
4. Understand Credit																																																							UoI-19m
a. Use of credit (cards)	12			1	4	7		1	1	2	1	2		1			1			1										1																					1					
b. Charge accounts (How - Cost)	7		1			6					1			1															1		1																			1		1			
c. Dangers of over extension	7			1	1	5					1		2	1						1																			1										1					
d. Time payments	5					5								1									1								1										1							1					

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ECONOMICS (continued)																																																					
e. Credit rating (good/bad)	8			1	2	5				3	1	1											1					1					1																					
f. Make application	5				1	4				1				1														1								1																
g. Truth in lending act	3					3						1																								1																
h. Establishing credit (types)	2				2					1	1																																									
i. Check credit statements	2				1	1				1																												1															UoI 18 a-d
j. Reporting agencies	1					1																														1															
5. Maintain a Checking Account																																																				UoI 17a-d
a. How to balance a checkbook	21	1	1	3	3	13		2	3	1		2	2				1		1			1			1						1								1		1							1					1	MA-2b
b. How to write checks	8	1	1	1	2	3		1				1	1				1		1																					1														
c. Deposits and withdrawals	11	1	1	1	2	6				1		2	1				1		1						1														1		1													
d. Know basic math	3			1	1	1		1				1							1																																			FL-5a MA-1, Ec-1f
6. Understand Banking Procedures																																																				FL-1b UoI-17c,d
a. Basic banking	13		1	2	3	7		2			1	2	1																1				1							1	1					1		1					
b. Know how to save money (plans)	13			1	1	11		1	1	2			2	1													1	1		1			1		1												1					
-passbook	1					1															1																																
-interest	4				2	2		1	1		1										1																																
-time certificates	1					1															1																																
c. Statement	7		1	1	2	3		1		1		1	1												1				1																								
d. How to open an account	5		1		2	2		1		2		1																																									
e. Various services	4					4				1																			1				1															1					

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Fremont Unified School District

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																																																							See abbreviations below.
ECONOMICS (continued)																																																								
7. Some Knowledge of Investments																																																								UoI-5y
a. Stocks and bonds, mutual (various) funds	10			2	1	7		1	1		1		1							1			1							1			1						1												1				
b. Foreign exchange	1					1																								1																								
c. Types of insurance	1				1						1																																											FL-2a
d. What stocks worth/profit	4			3	1			1		1	2																																												
e. How to read market report	4			2		2		1		1												1										1																							
f. What/what not to invest in	6			3		3		1		1	1											1										1							1															
g. Choosing a good broker	3			2		1				1	1											1																																
h. IRA	1					1																										1																								FL-1b
8. Filing an Income Tax Return																																																							CZ-1c;MA-2c;FL-2,3 UoI-19r,20a-h
a. Where/how to file a return (state and federal)	25		1	2	3	19		2	1	1	1	2		1							1		1			1		1	1		1	1		1				1			1	1		1		1	1				1	1	
-short/long form	8			1	2	5		1				2											1									1	1											1								1		
b. Understand W-2 form	6				1	5				1													1					1			1											1								1		
c. Know deductions (taxes, retirement, social security, etc.)	17		1	3	3	10		2		2	1	1		1									1					1			1	1	1					1					1		1					1		
d. Different taxes (income, business, property)	9		1		2	6		1		1		1																				1							1					1		1					1		
e. Read/follow directions	11			3	1	7				1	1	2		1					1												1	1		1												1					1		
f. Using tables	6			1	1	4				1		1																				1		1													1					1		

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ECONOMICS(continued)																																																						See abbreviations below.
g. Basic math	9			3	1	5		1		1	1	1		1					1													1							1		1														
h. Keep records	7			1	1	5		2		1				1					1													1	1								1														
i. Assistance	3					3													1									1																	1									
9. Apply for a Loan																																																							
a. Understand loan procedures	11			1	2	8		1		1	1	2							1																	1		1	1		1								1		1			1		
b. Interest rates	7			1	2	4		1		1	1								1						1							1				1														1				Ec-1a
c. Where (shopping) to get loans (agencies)	12			1	2	9		2		1						1			1													1				1	1		1		1							1	1		1			
d. What is a co-signer	2				1	1		1											1																						1														
e. What is collateral	2				2			1		1																																													
f. Penalties for no/late payment	3				2	1		1		1									1													1																							UID-7a-c
10. Apply for Various Insurances																																																						UoI-15a-p
a. Understand various policies (home, theft,	16	1	1	1	3	11		1		1	1					1	1		1									1			1	1				1		1							1			1				1		
auto, personal, liability, life, renters)																																																						
b. Understand home insurance	1					1																																																	
c. Various types (liability, collision,	5					5										1			1									1																				1			1				
term, endowment, etc.)																																																						
d. Where to obtain advice	3					3													1																													1			1				
e. Benefits (conditions)	3					3																															1											1					
f. Basic skills (reading and math)	1					1																																											1					
g. Costs	3				1	2				1									1																													1							

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ECONOMICS (continued)																																																							
h. Laws	4				1	3				1										1																			1								1								
11. Maintaining a Home																																																								FL-2a,b,3,11; UID-8a,b
a. Cost of utilities (gas, electricity,	6	1	1	1		3				1																			1			1																	1						
water, phone)																																																								
b. Home repairs (fuses, faucets, etc.)	3	1				2																							1																				1						OSP-11, FL-6
c. Amount of income	5	1	1			3														1									1									1																	
d. Know about renting	2			1		1	1																														1																	FL-4
e. Mortgages (who, how)	5		1			4						1								1												1						1																	
f. Counseling agencies	3					3																	1			1				1																								
g. Lifetime expenditures	2		1	1									1																																											
h. Amount of insurance	1					1																							1																										
i. Taxes and exemptions	2		1			1																							1																										
j. Contracting and repairment	1					1																							1																										CZ-2a
k. Landscaping	1					1																							1																										
l. Interior decorating	1					1																							1																										
12. Consumer Awareness																																																									FL-2b
a. Product price awareness (comparative)	18			3	4	11			1	4	1	1	1	1		1		1		1	1	1							1			1																			1			1		
b. Food price comparisons	8			2	2	4			1	2	1							1			1	1	1																																		FL-2b,5; MA-2d Ec-14c
c. Advertising (packaging)	5				2	3			1	1				1							1														1																					
d. Value comparison	8			1	2	5			1	1	1										1		1									1			1									1												

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ECONOMICS (continued)																																																					
e. Understand credit	4					4								1						1		1									1																								CZ-2a
f. Consumer report	1					1																1																															
g. Where to shop	2			1		1					1									1																																	
13. Understand Taxation System																																																				CZ-1c
a. Payroll taxes	11	1	1	1	3	5			1	2		1								1			1											1								1												1	
b. Property taxes	15	1	1	1	2	10			1	1		2							1	1			1					1			1	1		1								1											1	FL-2d
c. Profits	6	1	1	2	1	1				1		1	1							1																																		
d. Disbursements	4		1		1	2				1													1																														
-income	5		1		2	2			1	1													1																														
-property	5		1		2	2			1	1													1																														
-sales	5		1		2	2			1	1													1																														
-civil	5		1		2	2			1	1													1																														
-Social Security	3				1	2				1													1																														
-State Disability Insurance	1					1																																															
-how tax dollar used	3		1		1	1				1													1																														
-benefits of taxes	2		1			1																	1																														
-school bonds and taxes	1		1																																																	
14. Buy a Car																																																					Ec-3c
a. Understand financing (price, interest)	3		1			2								1								1																																
b. True cost of ownership	2		1			1								1																																						FL-6a, b; OSP-14, 9a S&T 18

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ECONOMICS (continued)																																																					
c. Comparison shopping	2					2															1		1																															
d. Maintenance	1					1								1																																							
e. Depreciation	1					1								1																																							
f. How car runs	1					1																1																															UID-4a-j
g. Warranties	1					1																	1																														
15. How to Rent an Apartment	1			1				1																																												CZ-2a, FL-2a, FL-4a-h
a. Money needed	1					1																	1																															
b. Rental agreement	1					1																	1																															
c. Services available	1					1																	1																															
d. Compare	1					1																	1																															
16. Know and Understand Gross National Product	1					1																																										1						
17. Know and Understand Balance of Trade	1					1																																										1						
18. Know Major Export Items	1					1																																										1						
19. Know Population Breakdown of Various	1					1																																										1						
Countries																					/																																		
20. Knowledge of Real Estate																																																						FL-4a-h UID-5a
a. Investment potentials	2					2																																									1		1						
b. Know basic terminology	1					1																																										1						
c. Shopping for home	6			1		5		1														1		1						1			1					1																
-qualifications	4			1		3							1									1		1								1																						

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Skills Assessment

Fremont Unified School District

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ECONOMICS (continued)																																																					See abbreviations below.
-where, when to buy	5			2		3		1					1									1		1								1																							
-resale value	3			1		2							1									1										1																							
-how much money required	3					3														1				1													1																	
-monthly payments	1					1																															1																	
-type loans	4					4														1												1	1				1																	
EMOTIONAL HEALTH																																																							PEH-12a,n; Soc 14-i,j; FL 1a,b HR-1,2,6 Com 6i,2v
1. Recognize Initial Problem	4			1	1	2				1			1										1																				1													
a. Learning different steps in decision	6			2		4		1	1				1					1																					1	1															
making																																																						
b. Understand the problem	1			1				1																																														
c. Know the different choices and solutions	3			2		1		1					1																											1														
available																																																						
2. Ways to Occupy Yourself in Stress	1			1								1																																										
Situations																																																						
a. Non-violent ways to take out your	1			1								1																																									
frustrations																																																						
b. Know how to cope with emergencies	1			1									1										1																																
c. Who to call for help	7			2		5				1	1		2																	1							1			1														

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EMOTIONAL HEALTH (continued)																																																				See abbreviations below.
d. Know life cycle: birth - death	3	1				2																																	1				1											
3. Know Theory of Thinking and Acting for	1					1																																														
Himself																																																					
a. Accept responsibility (how to say no)	7					7														1	1					1					1								1			1							1	1			HR-8
b. How to think logically	3		1			2										1																																1					
c. Be self reliant	6				1	5				1										1	1								1								1										1					
d. Self-esteem	18		1			17			1	1			1		1		1	1		1	1	1				1	1		1			1									1	1								1		1		LT-4d-f
e. Self-motivation	2					2														1																1																	
4. Know How to be Creative	1			1						1																																											
a. Handle constructive criticism	3			1		2		1															1			1																												
b. How to be happy within yourself-meditate	5	1				4										1										1																					1				1		
c. Levels of consciousness	1					1										1																																					
d. Know how to deal with peer group	2					2																	1			1																												
pressure																																																					
5. Know Yourself (mind)	10		1	1		8		1				1		1														1	1	1											1								1		1				
a. Know your capabilities	13	1			1	11				1		1		1		1						1					1				1		1							1											1			
b. Mental - stress points - relaxation	3			1		2		1																					1						1																	
c. How to cope - with problems	6		1	2		3						1	1									1				1		1																										
6. Love	1					1																																	1															
a. Human emotion	2					2																																	1										1				

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EMOTIONAL HEALTH (continued)																																																						
b. Self-expression	1					1																																	1																	
c. Observation of sensuous stimuli	1		1																																																			
7. Visual Orientation	1		1																																																			
a. Awareness of environment	2		1			1																																			1														
b. Know that body and mind are inter-	1		1																																																		
dependent																																																						
c. Basic understanding of psychology	4					4																							1	1								1		1														
d. Basic human behavior	2					2																															1	1															
8. How to Deal With Depression (sportsmanship) (defeat)	3					3																				1												1							1								
a. Cope with human behavior	2					2																					1											1														
b. Flexibility	1					1																								1																							
c. How to get along with others	1					1																								1																							
9. Self-discipline	11	1	1		1	8		1	1			1							1	1			1																1		1									1					
a. Emotional health (know)	3		1			2										1										1																											
b. How to discuss your problem calmly	1					1																1																															
c. Thinking out discussions (I'm o.K.,	5					5															1	1				1			1														1											
you're O.K.)																																																					

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ENERGY AND ENVIRONMENT																																																					
1. Demonstrate Awareness of Environmental	6				3	3						2							1	1																						1				1										
Issues																																																					
a. Local and national agencies responsible	2				2				1			1																																									CZ-1c
b. Know personally what one could do to	2				2						1	1																																								
help each issue																																																					
c. Awareness of conservation - energy	15				2	13					2	2							1	1					1					1	1			1						1		1		1		1	1						
2. Environmental relations	3	1			1	1			1																																1												Soc-1d
a. Life chains	3	1		1		1							1																												1												
b. Balance of ecology ("ecosystem")	7	1		1		5							1																					1	1							1					1					S&T-3
3. Aware of Recycle Products and Centers	11				3	8				1	1	1					1					1							1	1				1			1											1			
a. Know about air and water pollutants	10	1		1	1	7						1	1	1			1	1		1																						1		1		1								
b. Transportation-variety and their effect	2					2												1													1																						UoI-11a-q
c. Usage of natural resources	12				3	9			2		1	1					1		1						1						1							1						1	1				1				
d. Knowledge of past, present and future	1					1																									1																					
energies																																																					
e. Effects of spray and insecticides	1					1																									1																					FL-3mn
4. Effects of Population	5			1		4							1							1						1												1															Soc-1d&e FL-9l
5. Effects of Foreign Countries' Policy	2				1	1			1																						1																					Soc-2f,3e
6. Have Respect for Wild Life	4					4												1																1						1												S&T-4
a. Man's attempt to control nature	1	1																																																		

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ENERGY AND ENVIRONMENT (continued)																																																					
7. Effects of Noise	2					2						1																																1										
8. Understanding Environment	1					1																												1																			
9. What is Ecology	3	1				2											1	1																																				S&T-5; S&T-10
10. Man's Relationship to His Environment	4					4																															1																	
EXAMINATION OF VALUES																																																					
1. Tolerate and appreciate differences in	11	1			1	9				1										1											1		1		1			1	1	1	1		1										HR-1-12
others (individuals)																																																					
a. Practices brotherhood	1					1																																				1										
b. Has an open mind (listens)	2					2																															1				1										
c. Respects opinions and values of others	5				2	3				1		1																			1		1										1									FL-1b
d. Understand and respects individual rights	3	1				2														1																								1										CZ-1c
e. Can identify own prejudices (ethnic,	3					3																																	1	1			1										Soc-5c
religious, sex, physical)																																																				
f. Is free of prejudice (ethnic, religious,	3					3																																	1	1			1										
sex, physical)																																																				
g. Has an optomistic opinion of self	1					1																													1																	
h. Accepts limits of others	2	1				1																											1																			Com-2L
2. Appreciate Your Own Culture	4	1			1	2			1																																1				1								

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EXAMINATION OF VALUES (Continued)																																																						
a. Knows own community such as Ohlone	2				1	1		1																																						1									Soc-3o
Indians, Spanish, Chinese, Mexican,																																																					
Portuguese and their impact on Fremont																																																					
b. Is able to discuss their own heritage	2	1				1																																				1										ExV-3; HR-5a,b
and listen to others																																																					
c. Knows who he/she is	1	1																																																			
d. Knows own origin and history	1	1																																																		Soc-3
e. Respects uniqueness of the individual	1	1																																																	Soc-7
in a pluralistic society																																																					
3. Understand and tolerate cultural and	14	1		1	3	9		1	1	1	1						1		1	1											1	1					1			1	1					1									HR-2a; Soc-3
ethnic differences																																																					
a. Is aware and understands worlds minority	8	1		1	1	5		2									1		1												1									1					1									Soc-3b; Soc-7
people (customs, food, values)																																																				
b. Aware of histories and values of U.S.	5	1			2	2			1	1																													1		1												Soc-1L,2d,3j
minorities																																																				
c. Respects beliefs of others	3				1	2			1																						1	1																				
d. Understands world trade	1					1																									1																					
e. Is aware and understands the U.N.	1					1																									1																					Soc-3g
f. Knows how other cultures are related to	2			1		1		1																																		1										Soc-3a,n,o
and different from your own																																																				

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EXAMINATION OF VALUES (continued)																																																					
g. Can define and identify ethnic groups	2	1				1			1																																												Soc-1g
in the world																																																				
h. Is aware of social problems resulting	2	1				1			1																																											
from discrimination																																																				
4. Understand Various Religious Philosophies	7			1		6		1										1			1								1												1				1	1								
a. Has knowledge of histories and beliefs	7			1		6		1										1			1								1												1				1	1								Soc-6
of all religions																																																				
b. Knows differences between religions	2					2															1								1																							Soc-5,13,14a
5. Act Responsible	20	1	1	1		17				1			1				1						1	1	1				1			1	1	1		1				1	1				1		1		1		1			HR-2,3,4
a. Effectively utilizes time and organize	7	1		1		5				1													1										1		1						1									1			HR-8;CP-15b; UoI-22c
self																																																				
b. Can earn a living (hold a job)	2			1		1				1																														1												CP-18c;FL-1b
c. Makes decisions and judgments	2					2																																		1		1											UoI-22i;HR-8g
-within acceptable bounds of our	6			2		4				1			1																1			1											1						1			
society or individual group																																																				
d. Has manners and is courteous	5					5																		1						1			1													1		1				
e. Shows respect for fellows, authority	12	1				11							1				1							1	1							1	1				1			1	1							1		1			
and property																																																				
f. Accepts consequences of actions	6				1	5				1															1								1	1						1				1								
g. Practices self control	3			2		1				1			1																																							HR-8;CP-18e

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EXAMINATION OF VALUES (continued)																																																						See abbreviations below.
h. Is involved in community affairs	2			1		1							1										1																																	CZ-16
i. Resolves differences non-violently	1					1																																	1															-
j. Knows how to give or follow instructions	3					3																											1									1						1					UoI-8a-i Hr-4c
6. Develop and Identify a Set of Values																																																					
Consistent With a Free Society	12			1	2	9				1		1	1			1	1	1						1					1						1		1	1								1								
a. Understands himself	2			1	1					1			1																																								CP-9
b. Knows rights and responsibilities in a	5				1	4				1						1	1																					1	1															Soc-1j;Hr-20g; UoI-22j
free society																																																					
c. Examines all sides of issue then decides	2			1	1					1			1																																								HR-2o
d. Understands medias impact on values	1				1					1																																											
e. Understands peer pressures impact on	1				1					1																																											
values																																																					
f. Can discuss orally and in writing three	1				1					1																																										
of his own values																																																					
g. Can solve problems within own value	4			1		3							1			1	1								1																														HR-2L
system (or make judgments)																																																					
h. Has pride in self, school & community	2					2																			1											1																	
i. Knows effects of competition on self	1					1																																									1							
and others																																																					
j. Values competition	1					1																																									1							

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UID Unidentified

Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alvso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
EXAMINATION OF VALUES (continued)																																																						
k. Understands necessity for rules and	1					1																															1																	
ethics in controlling social behavior																																																						
7. Get Along With Other People	9			2		1	6					2	1			1				1												1																1		1		1				
a. Is aware of others feelings	2						2																									1														1								HR-2c; Com-2a
b. Thinks before speaking	2						2																									1																		1				UoI-22
c. Is considerate and compassionate of	2						2									1																																		1						HR-2d,h;
others																																																							
d. Treats others justly and honestly	2						2									1				1																																					
e. Knows how to compromise and communicate	1						1																																												1				Com-2a
f. Willing to share responsibilities	1						1																																												1				
g. Shares feelings and ideas without	4			1		1	2					1	1																		1																					1				Com-2a
offending																																																							
h. Knows what is expected at different	1					1						1																																											
social activities																																																							
i. Being aware of different emotions and	1			1								1																																											HR-1a,2c,d,h; Com-2h
how they effect you and others																																																							
j. Can be objective in a situation to	1			1									1																																										UoI-22f; UID-2a,b
solve problems																																																							
8. Make Decisions	9					1	8		1			1								1	1					1		1	1						1	1																				HR-8g
a. Identifies alternatives	2					1	1					1																1																											ExV-6c

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EXAMINATION OF VALUES (continued)																																																						
b. Predict outcomes to alternatives	1				1							1																																										UoI-22d
c. Accepts responsibility for decisions	3				1	2						1								1						1																													HR-8j; UoI-22j
d. Sets goals (short and long term)	3					3																				1		1						1																				CP-10; HR-8e
e. Knows where to go for help in making	2					2																						1						1																				
decisions																																																					
f. Can gather information	1					1																														1																		
g. Evaluate decisions	3					3		1																		1		1																										UID-2a,b
h. Thinks for him/herself	1					1		1																																													CP-21b,e HR-8c,f
i. Learns from mistakes	1					1																				1																												
j. Can say no	1					1														1																																		HR-8a,9c
9. Understand the Handicapped	1					1																							1																										
a. Willing to have handicapped in	1					1																							1																										
situations with him/her																																																					
b. Knows problems handicapped experience	1					1																							1																										FL-4h
FAMILY LIVING																																																						
1. Marriage Preparation	1					1																1																																	
a. Simulation of a working marriage	2					II								1																					1																			
-practicality	2					2								1								1																																	

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FAMILY LIVING (continued)																																																					
-emotion	1					1									1																																									
-dating for marriage	1					1																														1																		
-dating for fun	1					1																														1																		
-counseling (needs and responsibilities	2					2							1									1																																	
of each - "divorce" parents)																																																						
-supervising ability	1					1																											1																					
-maturity	1					1														1																																				
b. Considerations for marriage (basics	11				1	10			1			1					1		1						1	1	1						1	1		1														1			CZ-2a,3e
adjust)																																																						
-why getting married (responsibilities,	13	1			1	11			1		1							1								1						1		1	1								1					1	1		1			UoI-5a
relationships)																																																					
-financial (interest rates, credit cards	15			1	3	11		1		2	1	2		1				1				1				1											1						1	1						1		1		Ec-1a,e,k,2a-k Ec-9a-f;HR-6a
planning - bills - credit)																																																					
-social	2					2																														1													1				
-emotional (fight fair, respect one	15	1			2	12			1	1	1		1	1	1			1							1		1					1			1												1	1		1			ExV-6c
another)																																																					
-legal	1					1																																					1										
-human sexuality (sex education)	4				1	3					1														1																			1									HR-12f
-physical (good health habits)	10	1			1	8			2									1							1		1					1		1									1									
-family (planning-stability)	12				2	10			1	1	1			1	1			1							1							1					1						1					1	1		1			EC-1L; HR-12d

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																																																						See abbreviations below.
FAMILY LIVING (continued)																																																						
-morality (spiritual)	8	1			3	4			2	1	1																	1																				1	1					
-respect privacy of others	6	1				5								1							1					1			1																		1						HR-7g
-respect property of others	3					3								1									1						1																								
-cooperation (decision making)	6	1				5									1				1									1									1										1						
-parenthood	3				1	2				1									1	1																																		
-get/have a job (self-support, career)	6			1		5		1						1	1							1			1	1																												Ec-1i; ExV-5b
-causes for deterioration	4				1	3					1															1		1																				1						UoI-5z
-ask for help (not ashamed)	3					3							1															1																						1			
-communications (needs, problem solving)	6					6							1		1					1					1			1																				1						
-adjust life styles	8	1				7									1										1	1		1								1										1			1			
-related activities	1	1																																																			
-roles of individuals (man, woman, child)	3					3																			1			1								1																	
-importance of education	1					1								1																																							
-aspects of welfare (world doesn't owe	1					1								1																																					CZ-1c
you a living)																																																			
-home furnishings	1				1							1																																								
-prepare for retirement (social security	1			1							1																																								
benefits)																																																			
2. Manage and Maintain a Home	6			2	1	3				1	2		1				1						1																														Ec-3c, 11a-1, 15a-d
a. Responsibility of renting, buying, leasing	12			2	2	8				1	3		1										1								1			1					1		1						1			1			UID-7a, b, c

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FAMILY LIVING (continued)																																																					
-Legal, loans, mortgages, etc.	11			2	1	8				1	2		1												1				1			1			1						1			1				1			1			MA-2e,f,a,
-Taxes	7					7					1							1						1		1					1			1												1						Ec-13a
-Insurance (fire, theft, compare, home-	9					9												1		1			1	1				1			1			1			1									1						UoI-15d
owner liability																																																				
b. Maintaining	6			2		4				1	1		1																					1						1						1						
-care of yard - plants, tools, land-	5	1		1	1	2					1	1	1																																	1						
scaping, etc.																																																				
-care of building - paint, etc.	4			1		3					1		1																			1															1						
-plant a garden (how maintain)	5	1				4																	1							1	1									1												LT-3f; LT-11a-d
-household budget (bookkeeping)	17			1	2	14				1	1	1		1					1	1		1			1							1	1		1	1				1		1			1					1			Ec-2
-canning methods, freezing, drying	3					3																									1	1															1						
-competetive shopping-food groups	14			2	3	9		2			1	2						1		1					1							1			1	1		1				1												Ec-12
-time budgeting (work, family, leisure,	3				1	2						1																				1					1															
priorities)																																																				
-utilities - how to turn on, read bill,	4				2	2					1	1																1								1																OSP-13
phone, lights, heat, water																																																				
-care of furnishings	3					3																							1										1								1						
-safety (fire, kitchen, electrical, bath,	8	1				7											1											1				1				1	1	1	1			1										OSP-11a; PEH-10a
ladder)																																																				
3. Know Basic Housekeeping	4			1		3							1																		1									1										1	

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FAMILY LIVING (continued)																																																						See abbreviations below.
a. Cooking (balanced nutrition)	18	1		3		14		1	1	1			1	1	1			1		1									1	1		1		1		1	1					1							1					1	
b. Follow directions (recipes, sewing, repair, measuring)	4	1		1	1	1				1		1		1																																									UoI-8a-i
c. Wash-iron clothes	7			1	1	5						2																			1	1		1	1						1													
d. Wash dishes	2			1	1							2																																									
e. Operate appliances	2				1	1				1																						1																						
f. Refrigerator (defrost)	1			1								1																																									
g. Oven cleaning	2			1	1							2																																									
h. House cleaning (vacuum)	8			2	1	5		1				2																				1	1	1		1					1													
i. First aid	2					2																													1					1													
j. Fuse box (how overloaded)	1				1					1																																											
k. Sewing skills (cut patterns, operate machine, etc.)	14	1		2		11		1				1				1													1	1		1			1		1	1	1		1							1					1	S&T-19
-different materials - upholstery, etc.	8	1		1		6						1				1													1							1	1	1		1													
-alterations and mending (basic)	7	1				6						1				1													1							1	1	1		1													
l. Fire drills	1					1																												1																			
m. Pest control	1	1																																																				EE-3e; S&T-3 PEH-2e,f
n. Ecological practices in home	1					1												1																																					
4. How to Locate a Place to Live	3				1	2				1																						1																	1				Ec-3
a. How much you can afford	3				1	2				1				1																		1																					

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FAMILY LIVING (continued)																																																					
b. Other costs besides rent/payments	2					1	1			1																					1																								
c. Convenience of place to (location)	3					1	2			1				1																								1																		Ec-3
-highways, BART, bus	2					1	1			1																											1																		
-schools	1						1																														1																		
-shopping	1						1																														1																		
d. Purchase vs rent	2						2							1																							1																		
e. Different type (advantages/disadvantages)	2						2							1																		1																						
f. Real estate broker	2				1		1				1																										1																		
g. Personal needs	2						2																														1	1																Cz-3a
h. Proper for handicapped	1						1																					1																									ExV-9b
5. Knowledge of Consumer Buying	6	1					5						1																				1		1					1	1														
a. Do comparative shopping (which stores)	11	1				1	9	1					1									1		1								1					1	1			1							1	1					MA-2d; FL-2b
-read labels, additives, natural foods	5						5																	1											1	1	1											1						
-basic math (how to save, unit pricing, sizes)	15				1	1	4			1			1									1	1		1		1									1	1	1			1	1					1	1	1	1	1				Ec-1f; MA-1 FL-5a
-know products (quality)(items taxable)	8	1					7						1											1	1											1	1				1							1						
-ask questions	2						2								1																					1																		
-understand warranties	5	1				1	3	1					1										1	1																																Com-1x
-read consumer periodicals, newspapers,	5	1					4						1											1													1											1						
-misleading advertisements (evaluate)	6	1					5								1								1	1													1	1																	

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FAMILY LIVING (continued)																																																						
-consumer rights (Better Business Bureau,	7				1	6		1							1								1	1					1											1								1							
laws, agencies)																																																						
free enterprise system	1					1																							1																										
-real personal needs (planning)	3	1				2																1															1																CZ-3a
-seasonal buying	3					3														1			1															1															
-understand "bait and switch"	2					2						1			1																																							
-making purchase	1					1																																				1													
-when to shop (time and money)	2					2																		1												1																	
-fraudulent (rip off) schemes	1					1									1																																							HR-9a-d
6. Perform Basic Home and Vehicle Repairs	4					4				1													1												1														1					
a. Able to read and follow instructions	4			1	1	2				1		1																	1						1																		OSP-10
-understand car manual	2					2																									1				1																	OSP-14
-know basic math	1					1																													1																	Ec-1f
b. Able to use and do basic maintenance of																																																					Cz-2a
-plumbing repairs (faucets, shutoff	13	1		1		11			1	1						1							1		1						1	1		1			1			1						1					1		
valves, switches)																																																						
-electrical repairs (CB panel, switches,	13	1		2		10			1	1	1					1							1		1							1		1			1			1						1					1		OSP-8,9
fuses, appliances)																																																					
-special equipment (remodeling,carpentry	4	1				3																	1					1			1																							OSP-9,14
-all basic tools, hammer, screwdriver	5			1	1	3				1		1					1																1							1													

CROSS REFERENCE

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Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

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FAMILY LIVING (continued)																																																					
-use common sense	1			1								1																																										
-ask if you don't know (where?)	4			1		3				1													1		1														1															
-painting	2	1				1											1																																					
-insulation	1	1																																																		
-fire extinguisher	1					1																												1																		
-preventive maintenance (equipment, purchase)	7			1	1	5				1			1											1								1	1						1							1							
-car and bicycle tire repair and pressure	2					2																		1								1																			
-change tires, chains	5			1	1	3				1			1																			1	1														1						
-fill gas tank (proper type)	2			1		1							1																			1																			
-change wiper blades, fuses	1					1																										1																			
-use jumper cables	1					1																										1																			
-change radiators	1					1																										1																			
-check points - tune up	3			1		2							1																			1	1																		
-oil change (proper type)	1					1																										1																			
-where to take car	2			1	1					1			1																																									UID-4a-j
-emergency procedures (safety)	4	1			1	2				1							1															1																					
-fundamentals of driving	2					2																													1													1					
7. Nutrition and Health																																																					
a. Right kind of food for a family	11			3		8		1	1		1									1		1				1											1	1		1		1					1							PEH-13a-1

200

39

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201

Skills Assessment

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																																																							See abbreviations below.
FAMILY LIVING (continued)																																																							
-how to plan and purchase groceries	2					2																1																1																	
-how to figure variety, portions needed	9			2		7		1		1	1										1	1				1										1		1		1														
-how to cook (use cookbook)	5			1		4		1									1					1														1				1														
-able to read (labels, follow directions)	7			3		4		1		1	1	1					1									1														1														
-creative	1			1								1																																											
-tell time	1			1								1																																											UoI-11q
-how to preserve foods (food poisoning, how it spoils)	4			1	1	2				1	1																												1	1														MA-3h
-how to diet (proper)	3			1		2			1		1																									1																		
b. Able to operate appliances	4			1		3				1	1						1																							1															PEH-10a
c. Proper sanitation habits	3			1		2					1																											1	1															
-dish and utensil washing	1					1																																	1															
d. Physical fitness (good health)	2					2			1																																						1							PEH-5
e. Proper table setting	2					2															1																		1															
f. Good sleep habits	1					1			1																																													
8. Proper Selection and Maintenance of Clothes																																																					CP-4a, c
a. How to dress - coordinate clothing	2					2					1																															1													HR-7e
-coordinate colors	2					2					1																															1													
-understand body structure	1					1																																					1													
-how to care and clean clothes	3				1	2					2							1																							1															

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FAMILY LIVING (continued)																																																					
-to wear at special occasions	1					1					1																																												PEH-14a-d
-how to press	3					3																																1	1		1												
-how to launder (detergents, temperature,																																																					
setting, capactities)	3					3																									1							1	1														
-how to purchase	1					1																																	1														
9. Know Basics of Sex Education	7				1	6					1								1			1						1							1										1		1							CZ-2a PEH-2a-g
a. Understand reproduction cycle	7	1			1	5						1																1			1							1		1					1								
-reproduction system (organs)	5	1			1	3		1													1										1						1																
b. Aware of birth control methods	10	1		2	2	5		1	1			2		1																1					1					1						1							
-body functions (male-female)	6	1			2	3		1				1																1						1	1																
-different contraceptives	3				2	1		1				1																							1																
c. Aware of venereal diseases	6					6																						1			1	1				1				1					1							
-hazards and symptoms	1					1																														1																
d. Aware of abortions (consequences)	4				1	3						1		1																	1																1						
e. Responsibilities of child rearing	13			2	3	8		2	1		1	1		1					1			1		1			1											1				1		1									
-how a baby develops	9			1	1	7		1				1		1																1					1	1	1			1											1		
-adoption procedures	3				1	2						1		1								1																															
-hereditary diseases (genetics)	1			1				1																																												
f. Understand reproductive organs	1					1																																		1														
g. Genetics	2					2																						1												1														

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FAMILY LIVING (continued)																																																						See abbreviations below.
h. Emotions (responses - control)	5	1			1	3						1		1															1												1															
i. Changes at adolescence	2				1	1		1																																	1															
j. Human relations (communications, responsible)	9	1			2	6		1				1								1							1	1	1			1								1				1		1									
k. Health factors	5				1	4		1															1					1										1							1									
l. Planned parenthood	9	1		1	1	6			1		1			1						1	1		1								1				1																			EE-4
m. Agency for information (help)	8	1		1	1	5			1					1														1			1	1															1						
n. Rights as a handicapped person	1					1																						1																								CZ-1c,3h
o. Single-family parenthood	1					1													1																																				CZ-3d
p. Pick suitable mate	1				1							1																																										
q. Sibling relationships	1					1																																			1														
r. How to prepare/cope with death/ will (alternatives)	3		1			2												1																															1							UoI-14a-d
10. Basic Child Care (Responsibilities, How to Raise)	13	1		2	1	9				2		1	1	1		1				1		1							1						1					1								1						UoI-5e
a. Needs of developing child	13			1	1	1	1		1	2				1		1				1		1									1			1	1	1				1						1							
-emotional	9	1			2	6			1			1				1															1					1				1				1				1				
-physical	7	1				6										1															1					1				1				1				1				
-pre-natal care	2				1	1		1																							1																						
b. Recognize individual differences (psychological)	10	1			2	7		1	1	1													1							1				1		1												1			1				

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FAMILY LIVING (continued)																																																					
c. Know existing information resources	3	1				2								1								1																																
d. Growth nutrition	7			1	2	4		2	1																						1	1				1																	
e. Medical needs (insurance, first aid)	5			1		4		1						1															1		1						1																
f. Be involved with child (communications, whereabouts)	11			1	3	7		1		2	1		1	1								1							1			1		1						1														
g. Expenses of child rearing	3			1	1	1						1	1																														1											
h. How to discipline and love	7			1	1	5		1					1																1			1	1	1								1											
i. Babysitting (training)	3				1	2			1													1							1						1																	
j. Read	2				1	1			1																											1																
k. Recognized childhood diseases	4				1	3			1					1								1																1															
l. Emergency measures	2				1	1			1																						1																				
m. How to care for and hold a baby	4			1		3		1								1															1										1											
n. When and how to feed child	3			1		2		1								1															1																				
o. Establish good study habits (homework)	2					2																												1									1								
p. Educational process	5				2	3				1																								1	1					1											
q. Value of various environments	1					1																															1														
r. Childhood hazards (safety)	2					2																									1		1																	
11. What to do in an Emergency																																																				PEH-21,23; Ec-11
a. Natural disaster	1					1																																		1												PEH-23,25
-flood	1					1																																		1											

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FAMILY LIVING (continued)																																																					
-earthquake	1					1																																			1														
-tornado	1					1																																		1														
-hurricane	1					1																																		1														
-lightning	1					1																																		1														
-fire	2					2																																1		1														
b. First aid (emergency)	3					3																						1				1				1														PEH-4a-k
c. Where to find help (medical, dental,	4					4																						1				1		1	1															PEH-12c
fire, etc.)																																																				
d. Emotional stress - child abuse	1					1																														1															
e. Health agencies	3					3																						1						1	1															
f. Personal crisis	1					1																														1															
-unwanted pregnancy	1					1																														1															
-lose of parent, relative, friend, etc.	1					1																														1															
g. Poison control	1					1																														1															
h. Information agencies (BBB)	3					3																						1				1		1																CZ-1c
i. Child care centers	1					1																										1																			
j. Drown-proofing	1					1																										1																		PEH-5a
k. Survival techniques	1					1																										1																		UoI-12a-h

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FINE ARTS																																																						See abbreviations below.
1. Express Himself Creatively (Artistically)	3					3																		1					1									1																	
2. Have an Imagination	1					1										1																																						
a. Be able to create	1					1										1																																						
b. Have the ability to dream	1					1										1																																						
c. Be inventive	1					1										1																																						
3. Appreciate and Participates in a Fine Arts Program	22	1	1		2	18		1	1	1	1	3				1		1												1	1			1	1	1	1		1						1		1					1		LT-7a-e; LT-10
a. Has basic knowledge of art and music	3					3		1																																				1		1									
b. Has a general art education including art, history, sculpture, painting, music, dance and drama	11	1			1	9			1							1	1													1		1		1	1												1		1		1		
c. Has knowledge of musical instruments, paintings, choral, singing, drama, theater, dance and literature	6				1	5					1	1												1						1											1				1									
d. Has listened to local artists	1					1																												1																		
e. Received recognition awards for talent	1					1																							1																							
f. Understands reasons behind great works	1					1																																1															
g. Appreciates human expression	1					1																																1															
h. Has some practical experience in the arts	2					2					1																												1														LT-7a-e

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FINE ARTS (continued)																																																					
i. Learns value of fine arts as a leisure	2				1	1						1																		1																									
time activity																																																					
j. Has knowledge of well known artists,	4				1	3			1	1		2																																											
major art works, music works																																																					
k. Aware of dance types and music types	3	1			1	1						1																	1																									LT-7d
(modern, folk, ballet, classical) art																																																				
types																																																					
l. Is aware of the fine arts area (art,	6					6									1											1				1						1												1		1				
music, literature)																																																				
m. Can locate city cultural centers	8	1			1	6			1			2															1														1				1									LT-12
(library, museums, art galleries, nature																																																				UoI-5
programs, exhibits, etc.)																																																			
n. Has attended or visited concerts, plays,	10				1	9				1		2														1	1								1	1	1				1				1								UoI-6a-c
art shows, nature programs, museums,																																																				
library																																																					
o. Exhibits acceptable social behavior at	1					1																															1																HR-7a-r
the above functions																																																				
p. Enjoys works of art	1				1							1																																									
q. Practice a fine arts hobby or perform in	2				1	1						2																																									
one of the fine arts areas																																																				

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SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alvso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
FINE ARTS (continued)																																																						
r. Know something about styles that characterize various time periods and cultural groups and appreciates their differences.	3				1	2		2				1																																										CZ-3o
s. Is willing to watch cultural T.V.	1					1																		1																													
t. Has seen exhibits at schools and heard resource people in classroom	1					1																		1																													
4. Express Oneself Through An Art Form	1					1																						1																									LT-3d
a. Select an art form	1					1																						1																									EA-3a
b. Develop appreciation	1					1																						1																									
c. Develop skill	1					1																						1																									
d. Realize value	1					1																						1																									
5. Have Knowledge of Arts and Crafts (Handcrafts)	1					1																																					1												
a. Have classes available in flower arranging, needlecraft	1					1																																					1												
b. Have available handcraft work of all types	1					1																																					1												LT-8d
6. Know At Least One Foreign Language	3			1	1	1						1	1												1																														Com 7a-g
a. Knows what he/she is saying (meaning)	1			1									1																																									HR-13a,b
b. Knows how to carry on a conversation in a second language	1			1									1																																									

CROSS REFERENCE

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EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OSP Occupational Selection & Preparation
Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
S&T Science & Technology
Soc Past, Present & Future Society
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Skills Assessment

Fremont Unified School District

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FINE ARTS (continued)																																																						See abbreviations below.
c. Speaks, reads and writes a second language	2				1	1						1													1																															
7. Appreciate Literature	4					4						1																							1					1						1								LT-3e
a. Exposed to different literatures	1					1																																		1														LT-3e
b. Create an interest in literature	1					1																																									1						LT-3e
c. Read plays, novels, short stories and poetry	1					1						1																																											
d. Have an understanding of what kinds of works characterize different authors of different times and places	1					1						1																																											
e. Recognize styles of major authors	1					1						1																																										
f. Enjoy reading for pleasure	1					1																																			1													
8. Discuss Great Literature	1					1																																1															
a. Have a critical facility to discriminate between good and bad	1					1																																1															
b. Describes different types of literature	1					1																																1															
c. Working knowledge of classics	1					1																																1															
d. Relate literature to the contemporary setting	1					1																																1															

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FREQUENCY BY ATTENDANCE AREA

| SELF AND INTERPERSONAL COMPETENCIES | total frequency | FREQUENCY BY TYPE OF GROUP | | | | | | Sr. High | | | | | | | Jr. High | | | | | | Elementary | | | | | | |

Skills Assessment

Fremont Unified School District

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HUMAN RELATIONS (continued)																																																					
f. Willing to hear other point of view	6			1	2	3		1	1	2							1																														1								Com-2s
(recognizes many sides of issues)																																																				-
g. Accepts responsibility	2					2											1												1																									CZ-3k ExV-6b
h. Develops a concern for welfare of others	4			1	1	2		1	1	1																																1												ExV-7b
i. Able to apply learning from classroom to	1					1																					1																										
real life																																																					
j. Able to tolerate different people	5			1		4		1			1																	1																		1	1							Com-2L
k. Knows how to cope with problems	1			1				1																																												
l. Recognize value of accepting some	3					3				1							1																															1						ExV-6g
situations that can not be changed																																																					
immediately																																																					
m. Be aware of human failings	3					3				1	1																																					1						
n. Looks for humor in situation	1					1				1																																											
o. Learn the art of compromise	3					3																							1																					1						ExV-6b,c
p. Knows use of body language	2					2											1																																						
q. Work with others toward a common goal	1					1																																																1	
3. Know How to Communicate With Others	3			1		2							1			1																													1										Com-2
a. Can express self through writing, art,	8			2	1	5		1	1		1		1			1		1											1																									1		FA-4; Com-2
and speaking for what you believe																																																					
b. Has interpersonal relations training	1					1										1																																						

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HUMAN RELATIONS (continued)																																																					
c. Can talk with many types of people, i.e.	6			2	1	3		1	1		1		1			1																														1									
"higher-ups", cops, teachers, parents																																																					
4. Know How to Work With Others	5				1	4				2							1																	1																			1		CP-18c
a. Cooperates and shows good sportsmanship	2				1	1				1								1																																					
b. Understands lines of authority in work	2				1	1						1					1																	1																					
and government																																																					
c. Respect authority	1					1				1																																											ExV-5j
d. Can work with bosses and teachers even	3					3																				1								1																1			CP-21
if you don't like them																																																					
e. Learn to take orders	1					1																												1																				CZ-3n
5. Understand and Appreciate Other Cultures	3					3					1															1																											1		Soc-1e CZ-3o; ExV-2b
a. Understand cultural and religious	3					3					1							1								1																													CZ-3o; ExV-2b
heritage																																																					
b. Knows of ethnic groups	3					3					1																		1																							1		CZ-3o; ExV-2b
6. Knows Family Responsibilities	1					1																																	1															CZ-2a
a. Has financial knowledge	1					1																																	1															Ec-1
b. Understands emotional security	1					1																																	1															
7. Know and Use Acceptable Social Manners	13		1	2	2	8				3	2					1	1			1							1		1		1							1																	UID-1a-d
(Etiquette)																																																					
a. Know good table manners	4			1		3				1										1									1				1																					

51

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HUMAN RELATIONS (continued)																																																							
b. Know how to make guests feel comfortable (hospitality)	2				2						1	1						1										1			1																											
c. Knows simple courtesies (please, etc.)	7		1	2	1	3					2	1					1																																								FL-8a
d. At ease with other age groups	1				1						1																			1																										
e. Properly dresses for occasions	3				1	2						1					1																																							
f. Properly uses cosmetics	1						1											1																																						
g. Shows respect by saying "yes sir", etc.	2						2											1																																						
h. Knows how to conduct formal dinners	2						2											1																																					
i. Is tactful	2					1	1				1																					1																							
j. Has good personal hygiene-use of soap and water and deodorant, hair care and use of vitamins	1						1																																																
k. Makes introductions properly	2					1	1				1											1																																		
l. Consideration of elderly	1						1															1																																	
m. Listens well	3					1	2				1											1																																		
n. Knows how to keep a conversation going and interesting	1				1							1																																											
o. Know how to be themselves	2					1	1				1	1																																												
p. Can determine acceptable behavior	3				1		2				1		1																	1																										
q. Respects rights and feeling of others	2						1	1						1																																									

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HUMAN RELATIONS (continued)																																																						
r. Uses telephone manners; courteous, takes messages, soothes unhappy customers	1		1																																																			
8. Demonstrate Self Discipline	6				1	5		2								1				1					1											1																		CZ-3
a. Be able to say no and yes appropriately	2				1	1		1								1																																					ExV-5c; ExV-8j
b. Be able to distinguish differences between peoples responsibilities	4				1	3		1								1										1																					1						
c. Can work by himself	2					2																				1										1																
d. Has self esteen and self worth	6			1		5		1								1	1																	1		1										1							
e. Can establish priorities	1					1																			1																												
f. Thinks independently	2					2																			1	1																												
g. Can make decisions	1					1																			1																												
h. Can make good use of unstructured time	1					1																			1																												
i. Can control temper	2			1		1		1	1																																													
j. Accept consequences of action	1					1														1																																		
9. Knows How to Deal With a Con Artist	1			1									1																																									
a. Knows about fair prices	1			1									1																																									
b. Knows what he/she wants	1			1									1																																								
c. Knows how to say no	2			1	1			1					1																																								ExV-8j
d. Knows how to ask important questions about a product or item	1			1									1																																									

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HUMAN RELATIONS (continued)																																																					
10. Understands the Senior Citizen	1					1																																1																
a. Knows how they live	1					1																																1																
b. Knows abilities, resources and limitations of the aged	1					1																																1																
11. Exercising the Responsibilities of Leadership	1					1								1																																								
a. Aware of leadership ability	1					1								1																																								
b. Can channel energy toward goals	1					1								1																																								
c. Conscious of moral obligations towards followers and society	1					1								1																																								
12. Handle Parenthood	1					1																1																																	CZ-2a; See FL
a. Is open minded	1					1																1																																	
b. Handles each child according to personalities	1					1																1																																	
c. Understands basic health care	1					1																1																																	PER-12,14,15,20,24 PER-3a-c,4d-k
d. Is aware of community agencies which help parents with problems	1					1																1																																	UoI-5a-z; Soc-2c FL-1b; CZ-1c
e. Understands growth and development of a child	1					1																1																																	
f. Knows responsibility of sex knowledge	1					1												1																																				

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HUMAN RELATIONS (continued)																																																					
g. Develop a set of values	2					2											1																																1							
13. Know How to Order From Menu	1					1																										1																					
a. What a la carte means	1					1																										1																					FA-6a
b. What an entree is	1					1																										1																					FA-6a
c. Know what price includes	1					1																										1																					
d. Etiquette of dining out (basics)	1					1																										1																					
OCCUPATIONAL SELECTION & PREPARATION																																																					
1. Exposure To and Awareness Of																																																					CZ-1c
a. Counseling	5		1			4			1						1					1					1																														
b. More information on various careers	7		1	1	1	4			3											1					1																			1											
c. Job and career opportunities	11			3		8			1		2	2			1		1	1	1						1				1																			1						
d. Career centers	1		1																																																			
e. Vocational training programs	6					6			1									1												1																		1	1					1	
f. Apprenticeship program - various	6			1		5			1				1						1											1													1							1					
vocations - O.J.T.																																																					
g. Qualifications for various jobs	5			1	1	3			1				1		1				1																																				
h. Speakers representing the various fields	4		1			3										1			1											1																								CP-7a-f
i. Employment agencies	4			1		3					1			1		1			1																																				CP-1a-h

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																						
j. Union leaders - work with	1					1			1																																														
k. Observation programs	1					1			1																																													
l. Child labor laws	1					1			1																																													
m. Educational opportunities	1					1																																															1		
n. Marketable - skill	3					3										1																								1						1								
o. Skills required for different jobs	1			1									1																																									
p. Newspaper ads	3					3								1		1																										1													CZ-1c
q. To know value of further education	1					1											1																																					
2. College Career																																																						
a. Fill out school application	2			1		1					1																		1																									
b. Record keeping - availability - accessability	1					1																							1																									
c. Know right to challenge the records as to inaccuracies	1					1																							1																									
d. Awareness of different scholarships	2			2					1		1																																											
e. Determine which college best suits your needs	2			2					1		1																																											
f. Have a sound academic program - prep for college	1			1					1																																												CP-22a-d
g. Know college requirements for entrance	1					1					1																																											

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																					
h. Know college admission procedures	1			1							1																																											
i. Have visited a college	1			1							1																																										
3. Apply For A Job	10	1		1		8				1		1		1															1			1										1				1		1					
a. Present one's self (sell self)	16	1			3	12		2	1		1				1	1		1					1		1			1			1							1						1	1					1			
effectively (confident)																																																					
b. Prepare for an interview	11			1	1	9		2				1			1					1	1							1				1				1		1			1												
-well groomed	21	1		5	2	13		2	1	2	1			1	1	1				1	1		1		1				1			1				1		1				1							1				PEH-14b,c
-be punctual	4			1		3		1															1									1						1															CP-4a-g
-have some knowledge of the company	2					2																											1					1														
-respond to questions under pressure	2				1	1		1																														1														
-structure brief and concise responses	5				1	4		1								1																1						1			1											
-be aware of legal job rights	1					1																																1														CZ-1c
-say "I don't know" truthfully	5			1		4		1												1	1											1						1															
-fill out application form	26	1		3	1	19	2	1			2	2			1	1	1	1	1	1		1	1	1	1			1	1	1	1							1			1		1		1			1			1		1	1	
-make out a resume	18			2	3	13		1		2	1	2		1	1	1	1	1		1		1		1					1	1	1	1									1		1		1				1		1			
-write legibly	12	1		1	1	9				1	1	3		1		1						1							1									1											1				
-read and comprehend the application	11			1	2	8			1	2	1	1		1		1			1					1							1																	1				
-be flexible	3	1			1	1			1										1											1																					
-how to speak (good command of English	6			1	1	4		1		1				1																	1										1										
language																																																					

CROSS REFERENCE

CZ Citizenship
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EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OSP Occupational Selection & Preparation
Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
S&T Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
UoI Use of Information
UID Unidentified

Skills Assessment

Fremont Unified School District

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																					See abbreviations below.
-how to state qualifications	5			1	1	3		1		2															1													1																
-recognize job qualifications	4				2	2		1			1	1													1																														
-have reference readily available	3			1		2		1						1																																			1					
-take psychological risks	1					1										1																																					
-change behavior patterns	1					1										1																																					
-accept job responsibilities	1					1								1																																							CZ-3c,k
-understand job scale	1					1								1																																						
-understand job potential	2			1		1							1	1																																							
-understand job description	1					1								1																																							
-know employment resources	5			1		4							1		1														1		1																		1					
-compose letters (business)	2					2									1																													1									
-job communication (who? how many?	1	1																																																		
where? what? how?)																																																				
-take aptitude test	1					1									1																																							
-basic knowledge of union and labor	1					1												1																																			
rights																																																					
-how to use job information and	2	1				1												1																																			
counciling service																																																				
-aware of pre-employment test in chosen	1					1												1																																			
field																																																				

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																						See abbreviations below.
4. Basic Secretarial (Office) Skills For All Fields	2			1		1						1				1																																								
a. Know how to type (basic skills of typing)	14	1		3	1	9			1	1	1	2	1				1																	1				1		1			1		1		1						
b. Know how to read	1			1								1																																										
c. Types with reasonable accuracy (30 wpm)	1				1							1																																									
d. Proper care for typewriter	1					1						1																																									
e. Touch method	3			1		2					1																											1			1														
f. Type a business letter (or personal)	3					3																																1			1							1						
g. Know letter forms	2					2											1																	1																				
h. Know proper forms	2					2																													1	1																			
i. Set margins	1					1																																1																		
j. Set tabs	1					1																																1																		
k. Know basic format	1					1																																1																		
l. 50 WPM ± 10 WPM	3			1		2		1															1																												1						
m. Qualify for secretarial job	1					1																																											1						
5. Learn to File	3	1		1		1		1																	1																														
a. Importance of being able to retrieve filed information	1	1																																																				
b. Lay out project in logical sequence to reduce false starts	1	1																																																			
	1	1																																																				

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																					
5. Operate a Calculator	4					4											1																	1				1							1								SAT-15a
a. Understands symbols - capabilities and	2					2											1																					1															
sequence																																																					
b. Adding machines	2			1		1						1																																			1							
c. Computer technology (basic understanding)	1					1																													1																	
d. Familiarity and use of business machines	2					2																													1											1							
e. Duplicating machines	1					1																																								1							
7. Shorthand (Optional)	2			1		1		1									1																																						
8. Knowledge of Tools of Trade (Identification	3	1				2																										1	1																					FL-6
and Handling)																																																					
9. Basic Mechanical Skills	2	1				1																										1																					FL-6 UID-8b
a. Auto shop equipment	1					1		1																																														FL-6a EC-14
b. Electronic equipment and basic electricity	2					2		1																										1																				
c. Keypunch	1					1		1																																														
10. Read a Repair Manual	2					2															1												1																				FL-6a
11. Use of Simple Tools	1	1																																																			Ec-11b UID-8b
a. How to fix small appliances	3	1				2							1								1																																		FL-2b
12. Use of Yellow Pages	1	1																																																		
13. Proper Use of Power Tools	1	1																																																		FL-2b UID-8b
14. Basic Auto Repair	2	1				1							1																																								Ec-14 FL-6a

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OCCUPATIONAL SELECTION & PREPARATION (continued)																																																						
15. Know Which Jobs Require Union Affiliation	1			1							1																																											Soc-19,16a,b
16. Know What % of Check Goes to Union	1			1							1																																										CP-16c
COMMUNICATIONS																																																						
1. Be Able to Read and Understand																																																					CP-11b; UoI-11a; UoI-3o; CP-22a
a. Read past the tenth grade level	3			2		1		1				1	1																																								OSP-4b; UoI-11d; UoI-21j
b. Learn how it will apply after school	1			1					1																																										UID-4h
c. Read & comprehend-at least 8th grade	4			1	1	2			1	1			1		1																																					OSP-4b
d. Be able to read (minimum)	26	1		4		21		1	1	2	2		1		1			1	1	1				1		1		1				1		1	1	1			1				1	1			1		1		1	1	OSP-4b
e. Know the alphabet	8			1	2	5				1		2								1															1	1		1									1						
f. Know basic phonics (syllables)	24			2		22		1	1	2	1		1		1			1		1		1				1		1						1	1	1	1	1	1		1			1	1			1		1			
g. Read at 12th grade level	10			1		9			1	1		1					1								1		1		1						1											1							1	OSP-4b
h. Minimum of 60% comprehension	1					1																						1																										
i. Vocabulary at 12th grade level	1					1																						1																										
j. Read for pleasure	13					13					1					1		1							1	1			1					1	1				1		1				1								1	1	LT-3e
k. Comprehend what is read (facts)	25	1		2	1	21		1		3					1	1	1	1	1	1					1	1	1						1		1			1		1				1		1	1	1	1		1	1	1	UoI-1a-g
l. Analyze for theme, conflict, resolut-	10			1	2	7			1	3	1					1		1		1																																	1	1	
ion (abstract)																																																							
m. Understand directions (forms, instructions)	26	1		1	3	21		2	1	2	2	1					1	1	1	1				1	1		1	1					1	1		1		1		1					1	1				1	1		
n. A newspaper, bible, magazine, novel	14	1		2		11		1			1	1	1			1	1	1						1	1								1			1		1																

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COMMUNICATIONS (continued)																																																						See abbreviations below.
o. A job application	3			1		2		1																										1										1											
p. Speed reading (skim)	3					3									1											1								1																			
q. Retention (information)	4					4		1												1														1																	1		
r. Signs	3	1				2					1																												1															
s. Test skills	2					1												1																																						UID-9
t. Aloud as a tool for comprehension	3					3														1							1																											1	
u. Analyze for origin of words	2				1	1			1											1																																			
v. Stimulate interest (Reading List) (Classic literature)	6				2	4		1	2																																											1		1	
w. Games	1					1									1																																							HR-1e
x. Warranty, ballot, contracts	3			1		2		1				1																											1																FL-5a
y. At 6th grade level	1				1							1																																											
z. Able to spell	35	1	1	3	4	26	1	1	2	3	1	2	1	1			1			1		1	1			1	1		1		1			1	1	1		1		1	1	1	1		1		1	1	1	1	1			1		
-Prefix and suffix	1					1																		1																																
-Word origins	1					1																		1																																
-When to use capitals	2	1				1																																								1									
2. Oral Communications																																																								
a. Able to express ideas	41	1	1	4	5	30		2	3	3	2	3	1		1				1	1		1	1		1	1			1		1	1		1		1	1	1	1		1		1			1	1	1	1		1		1	ExV-7e,g
b. Organize thoughts	24	1	1	2	5	15			1	4	1	3	1						1		1				1							1	1				1	1		1											1		1	
c. Speak clearly (enunciate)	22			3	4	15		1	2	2	1	2	2						1		1			1			1		1			1				1		1								1	1				1	1	
d. Master and use fundamentals of English	20			3	1	16				1	2	2					1		1	1		1			1								1	1	1		1	1			1									1	1	

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COMMUNICATIONS (continued)																																																						See abbreviations below.
e. Speak effectively (creativity)	27	1		5	4	17		1	2	4	1	2	2						1	1	1			1	1	1								1			1			1		1		1		1					1			
f. Be a good listener (comprehend effective)	30	1		4	2	23			3	1	1	1	2	1					1	1	1			1	1		1	1		1		1	1	1	1	1	1		1					1	1				1		1		
g. Develop good vocabulary (synonyms, antonyms, meanings)	24	1		3	4	16	1	1	3	2	1	2		1		1				1				1	1						1		1	1	1	1		1						1				1		1		
h. Speak without anger (calmly)	7			1		6				1			1																		1	1	1		1	1																ExV-7L
i. Have eye contact (minimum gestures)	6			1		5		1	1				1																					1	1											1							
j. Public speaking	19	1	1	2	2	13		2	1			1	2										1	1	1				1					1						1		1		1		1		1				1		
k. Establish common ground (understand)	6			1	1	4						2											1												1	1				1														
l. Meet people at their level (empathy)	9		1	1	1	6			1		1	4								1							1								1	1					1												ExV-1h HR-2j
m. Knowledge of some experience	3			1	1	1		1				1								1																																		
n. Stating opinions	11		1		4	6		1		2	1	2								1			1																								1							
o. Know how to be assertive	2			1	1					2																																											
p. Be confident (gain)	15			3	2	10		1	2	2	1	1	1							1						1							1			1			1			1								1		
q. Give directions	2				1	1						1																																							1		
r. Steer away from "heated" conversations	1			1						1																																										
s. Have an open mind	7			1		6			1	1										1			1				1									1																1		HR-2e,f,j,o
t. Have telephone conversations (etiquette)	5				2	3					1	1					1							1							1																						UoI-10a-j
u. Learn to debate (individually & public)	7		1	1	1	4			2		1												1													1															1	CZ-3d
v. Show friendliness, thoughtfulness, courtesy																																																						CZ-3g

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COMMUNICATIONS (continued)																																																						
-Tactful, accept criticism, other opinions	7		1	2			4				1	1		1						1	1																1																				EH-1-9
w. Job interview	4						4													1				1	1																											1			CZ-3c; CP
x. Oral reports, reciting (poems)	3						3																		1									1																			1	
y. Avoid slang (knowledge of)	2						2										1																				1																		
z. Recognize non-verbal feelings, gestures	3			1			2					1		2																																										
3. Able to Use Correct Grammar																																																							
a. Sentence Structure (subject, verb, adjective, object, etc.)	31	1	1	3	5	21		3	2	1	2	3	1	1			1	1			1			1				1			1			1	1	1			1					1	1	1	1		1			1	
b. Punctuation (comma, period, ?,!,-,*, etc.)	29	1	1		3	23	1	1	1	1	1	2			1		1	1			1			1				1			1			1	1		1			1		1	1	1	1	1				1	1	
c. Usages of parts of speech	16		1		1	14			1	1		1		1				1			1			1				1			1								1		1			1	1					1			1	
d. Writing complete sentences (simple, compound)	17		1	1	2	13		2	1	1		1		1					1					1				1	1		1								1		1			1			1					1	
e. Proper English	8		1	1	1	4	1	1			1	1											1					1	1																									1	
f. Use foreign language structure to teach English grammar	1					1																												1																				
4. Have Good Penmanship																																																						
a. Legibility (penmanship)	24	1			4	19		1	2	1		2			1	1	1	1	1		1			1	1		1								1	1		1	1		1	1			1			1		1		1		
b. Practice penmanship	5	1				4															1													1		1								1										
c. Proper placement of paper	3					3																			1										1										1								

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Fremont Unified School District

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COMMUNICATIONS (continued)																																																					See abbreviations below.
d. Use good posture	2					2																		1																				1									
e. Hold writing utensil properly	3					3																		1											1									1									
f. Form letters properly (cursive)	9			1	2	6		2			1	1					1	1															1				1							1									
g. Neatness of paper	4					4											1	1		1				1																													
h. Proper pencil size	1					1																		1																														
i. Write or print properly	4			2	1	1		1				2														1																													
j. Filling out forms	1					1																				1																												
5. How to Communicate in Writing																																																							
a. Write expressively (logically)(English)	20			3	4	12	1	2	1	2		3	1			1		1		1			1			1			1						1		1		1							1								
b. How to make an outline	9			2	2	5		1	2	2	1			1						1																									1									
c. How to phase paragraphs	7			1	3	3		1		2	2			1																													1									
d. How to write a composition	5	1	1	1		2			2	1																																											1		
e. Put a complete thought on paper	7				1	6						2								1																																	1		
f. Write a business letter	21	1		1	2	16	1	1	1	1	3			1				1		1			1	1				1	1									1		1					1						1		CP-1g
g. Write a personal letter	17	1		1		15		1			2			1				1					1	1				1	1									1		1					1	1			1		1		
h. Organize thoughts (time)	3					3					1																								1											1							
i. Get to the point (succinct)	4				1	2	1				1						1																																			1		
j. Pass English department proficiency test	1				1						1																																										
k. Write a resume'	6			1		5			1		1							1					1								1									1													CP-2
l. Use imagination and creativity	6				1	4	1		1						1								1						1											1													

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COMMUNICATIONS (continued)																																																					
m. Have confidence	1				1				1																																													
n. Address an envelope (return)	2					2								1																																		1						
o. Write a term (research) paper (report) (essay)	7					7		1							1			1	1						1																				1								1		
-form	3					3									1			1	1																																			
-footnotes	3					3					1				1			1	1																																			
-bibliography	3					3									1			1	1																																			
p. Take notes (important points)	3			1		2		1		1																																											
-when and how to rewrite notes	1					1				1																																											
q. Proper format for intent	5				3	2				1	1	1																												1							1							
-title and address, heading, etc.	5			1	3	1				1	2	1																																					1						
r. Write and read shorthand	1			1				1																																													
s. Write and read longhand	1			1				1																																													
6. Logical Inquiry																																																					UoI-22f,k,m CP-4e
a. Identify the problem	1				1							1																																									
b. Brainstorm possible solutions	1				1							1																																								
c. Discuss solutions in detail	1				1							1																																								
d. Identify solution most likely to work	1				1							1																																								
e. Carry through plan of action	1				1							1																																								
f. Evaluate and make changes	1				1							1																																								
g. Ask questions	4				2	2				1	1								1								1																										

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COMMUNICATIONS (continued)																																																					See abbreviations below.
-be curious	3				2	1				1	1								1																																					
-how to phrase	4				2	2				1	1								1														1																					
h. Listen to what other person says	4	1			1	2					1								1														1																					
i. Know when to argue	1					1																														1																	EH-1-9
-elements of fair fighting	1					1																														1																	
j. Report facts as witnessed	1		1																																																		
-write important points down in	1		1			•																																															
understandable language																																																					
7. Know a Foreign Language																																																						
a. Can say a few simple sentences	5					5					1								1																1				1															1		FA-6
(familiar with)																																																					
-two years minimum	1					1																														1																	
b. Able to compare differences to English	2					2					1								1																																			
c. Aware of other languages	2					2													1															1																				
d. Aware English in minority	1					1																												1																				
e. Know own language first	1					1																												1																				
f. Stress job opportunities with foreign	3					3											1		1																	1																				
language skill (advantages)																																																					
g. Foreign speaking students must master	1					1																														1																	
English first																																																					

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COMMUNICATIONS (continued)																																																						
h. De-emphasize Latin	1						1																												1																					
i. Use conversational approach	1						1																												1																					
j. Know basic sign language	2						2									1																									1																
k. Able to speak a foreign language	4						4			1						1	1																												1														
l. Able to communicate by braille	1						1									1																																								
m. Different forms of grammar	1						1										1																																							
n. How to read, write, speak second language	1					1	1			1																																													
o. Know history of second language country	1						1			1																																													
p. Know geography of the country	1						1			1																																													
q. Know the monetary system	1						1			1																																													
LEISURE TIME																																																								
1. Know How to Organize Time	12				1	3	7	1			1		2	1			1				1				1							1	1								1			1												CP-15b
2. How to Study	1							1																																															UoI-21a-s
3. Aware of Leisure Time Activities	5					1	4		1				1								1				1					1																										
a. Culture arts	3						3										1				1																																		FA-3q
b. Crafts and arts	5					2	3				1		1								1																					1			1											FA-3q
c. Team vs singular sports	7	1			1	1	4				1		1	1							1																					1														
d. Hobbies	6	1			1	1	3				1		1	1							1																																		FA-4a-d

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LEISURE TIME (continued)																																																					
e. Pleasure reading	3					3														1																					1					1									FA-7b; Com-1j
f. Gardening	1					1														1																																			LT-11; FL-2b
4. Know What's Important to Yourself	3				1	2						1									1					1																													
a. Set priorities	2					2															1											1																						
b. Know there is a time and place for	2					2																			1							1																					
leisure time																																																						
c. How to relax and have fun	4				1	3						1															1		1		1																									
d. Self confidence (creative imagination)	2					2																					1	1																										
e. Realizing personal limits	1					1																					1																										
f. Self acceptance (personal character)	2					2																					1	1																										EH
g. Volunteering your time	2					2																							1												1													
h. Helping others	1					1																							1																									
5. Community Assistance and Values and Rewards	2					2																							1		1																									
6. Aware of Various Recreation Media	4				1	3		1									1														1											1													
7. Entertainment	2	1				1																									1																							FA-3a,b,c
a. Operas	1					1																									1																							
b. Museums and art galleries	2					2																									1										1													
c. Theaters - plays	1					1																									1																							FA-3a,c
d. Ballet	1					1																									1																							FA-3k
e. Concerts	1					1																									1																							FA-3

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LEISURE TIME (continued)																																																						
8. Recreation	1					1																									1																									
a. Parks	1					1																									1																									-
b. Camping	2	1				1																									1																									
c. Sports - participating and spectator	2			1		1					1																				1																									
d. Hobby skills	2					2					1																					1																								FA-5b
9. Be Able to Plan a Trip	2					2																									1										1															Soc-2b UoI-11a-q
a. Read a map	1					1																									1																									Soc-2b Soc-3b
b. Budget a trip	1					1																									1																									Ec-2
c. Determine time off	1					1																									1																									
d. Make reservations	1					1																									1																									
e. Make an itinerary	1					1																									1																									
f. How to read a tour guide	2			1		1						1																			1																									
g. Know customs requirements	1					1																									1																									
h. Know how to apply for a visa	1					1																									1																									
10. Develop Music and Art Appreciation	1					1																									1																								FA-3
11. Know Elements of Gardening	1					1																														1																				LT-3f; FL-2b
a. Know soil types	1					1																															1																			
b. Know soil preparation	1					1																															1																			
c. Know effects of insecticides and fertilizers	1					1																															1																			EE; FL-3n

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LEISURE TIME (continued)																																																						
d. Know the elementary elements of garden layouts	1					1																															1																	
12. Libraries	1					1																																		1																FA-3m; CZ-1c
13. Use Time Constructively for Personal Growth and Pleasure	1					1																																															1			
14. Dancing	3	1				2					1						1																																							FA-3k
15. Awareness of Community Leisure Time Activity	2				2					1		1																																											CZ-1c
16. Know Costs of Activities	1				1					1																																												
CAREER PLANNING																																																						UoI-1c
1. Know How to Seek Employment	5	1		1		3							1							1	1													1																					CZ-3c; OSP-1d
a. Know what's available in the job market-supply and demand	11	1			1	9						1								1		1		1	1	1	1						1		1																1			
b. Understand how to use employment agencies	5				2	3		1		1										1										1			1																					
c. Know requirements for various fields or particular job (future trends)	6			1		5							1							1				1						1				1														1						
d. Know how to read and interpret want ads	3				1	2				1										1													1																					Com 5

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CAREER PLANNING (continued)																																																					See abbreviations below.
e. Ability to recognize when and how to seek counseling	16				1	15				1									1	1	1	1			1	1	1	1	1	1		1			1	1					1	1		1							1			
f. Awareness and use of high school career center	2				1	1				1										1																																				
g. Know how to write a business letter of application	1				1						1																																										Com-5f
h. Ability to understand and pass employment tests	1				1					1																																											
2. Know How to Write a Resume	10	1			2	7				1	1									1		1						1					1	1		1			1														Com-5k
a. Be aware of resume formats	5				1	4				1									1	1																		1	1															
b. Know the purpose of resume	1					1																																1															
c. Know how to state skills	2					2														1													1																			
d. Keep good records, references, etc.	3				2	1		1		1										1																																			
e. Know clear, basic writing skills	3				1	2				1										1													1																					Com-5a-s; UID-21 UoI-11d,21j,3e
3. Know How to Fill Out a Job Application	15	1		1	4	9		2		1	1	1	1							1		1				1	1	1					1	1		1																	Com-5a-z
a. Have personal references	3				2	1				1	1											1																																	
b. Know minimum salary	1				1					1																																												
c. Understand employment vocabulary	3				3			1		1		1																																										

267

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OEP Occupational Selection & Preparation
Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
SkT Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
UoI Use of Information
UID Unidentified

Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
CAREER PLANNING (continued)																																																					
d. Have information ready	3				1	2				1		1	1																																									
e. Print legibly	4				3	1				1		1	1																																									
f. Understand written directions	3				2	1				1		1														1																												
g. Spell correctly	2				2					1		1																																									
4. Have a Successful Job Interview	6				2	4				2		1																1				1				1																	OSP-3a,b; PEH-14b,c
a. Good grooming	4	1			1	2				1																		1					1			1																	FL-8a
b. Interview skills	2	1				1				1																							1																				
c. Be presentable	3			1	1	1				1			1																				1																				FL-8a
d. Be well behaved	3			1		2							1																						1	1																		
e. Know how to ask and answer questions	1				1					1																																											Com-6a-j
f. Know how to listen	1				1					1																																											
g. Be punctual	1					1																					1																											
5. Know Abilities and Interests	13			1	2	10		2	2	2		2										1			1												1									1			1					
6. Match Qualifications to Jobs	2				1	1				1										1																																			
7. Possess Information About Various Fields	5	1		1	1	2		1	1																1																		1	1												OSP-1h
a. Pay scales	1					1																	1																															Ec-2
b. Fringe benefits	1					1																	1																															EC-2
c. Licensing or certification	1					1																	1																															CZ-1c
d. Basic education requirements	7				1	6				1	1														1									1													1							

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CAREER PLANNING (continued)																																																						
e. Advancement opportunities	1					1																	1																																	
f. Training options - know how to get	9			1	1	7				1	1	1								1													1	1						1	1								1						
training (updating)																																																						
8. Understand the Decision Making Process	2				2			1	1																																													
9. Understand Own Values	1				1			1																																														ExV-6a
10. Know How to Set and Work Toward Goals	7			1	1	5		1	1	2										1											1										1														ExV-8d
(commitment)																																																						
11. Be Able to Pass Simple College Entrance	5			1	1	3			1	1		1																						1																		1		
Exams																																																					
a. Have a broader academic background	1					1																												1																			
b. Be able to read and write at 12th grade	2					2					1												1																																Com-1
level																																																					
c. Know basic math	1					1					1																																											
12. Know How to Get Financial Aid for Training	4				1	3				1													1							1					1																			
or College																																																					
13. Understand College Alternatives and	5				1	4					1															1			1		1				1																			
Opportunities(Tours, Meet Students)																																																					

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CAREER PLANNING (continued)																																																					
14. Know How to Interpret Catalogs	1					1					1																																										Com-1a-z
15. Possess Skills for Staying in College	2			1		1							1										1																														
a. Understand majors	1			1									1																																								
b. How to budget time	1					1																	1																													ExV-5a; Lt-1
c. How to budget money	2			1		1							1										1																													Ec-2
16. Know How to Start Own Business	1				1							1																																							Ec-3
a. Applying for loans	1				1							1																																							Ec-9
b. Hiring and firing legalities	2				1	1						1														1																										
c. Understand how unions operate	1				1							1																																							OSP-15,16
17. Understand and Research Legitimate Jobs	3					3																				1	1								1																		
(And Avoid "Fly By Night" Opportunists)																																																				
18. Choose Vocational Training Prior to	5					5													1	1							1								1										1									
Graduation																																																				
a. Learn General Office Skills	1					1																							1																								
b. Learn mechanical abilities	1					1																							1																								Ec-14
c. Ability to successfully hold a job	4			1		3			1	2																					1																						Ex-5b; HR-4a
d. How to follow orders	1					1																									1																						
e. Self-discipline (Confident)	3			1		2			1	1																					1																						ExV-5g; EH

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CAREER PLANNING (continued)																																																						See abbreviations below.
1 . Know Career Opportunities and Benefits	5					5																	1			1	1														1						1								CZ-1c,b
Offered by the Armed Services																																																						
20. Know Procedures for Advancement	1			1						1																																											Ec-2j
a. Know requirement for advancement	1			1						1																																											
b. Related alternatives	1					1																																															
21. Responsibility to Self and Others	1					1							1																																			1						
a. Contribute to society	1					1							1																																									HR-4a-e
b. Be self starter	1					1		1																																													
c. Try something new	1					1		1																																													ExV-8h
d. Open to new ideas	1					1		1																																												
e. Show initiative (independent)	2					2		1																																													
22. College Preparatory Courses	1					1													1																																		ExV-8h
a. Reading comprehension	1					1													1																																		OSP-2f
b. Grammar and composition	1					1													1																																		Com-1a-z
c. Science	1					1													1																																		Com-1a-z
d. Emphasis on math	1					1													1																																		

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MATHEMATICS																																																					See abbreviations below.
1. Know Basic Math	16			3	1	12		1	1	1	1	1	1														1				1										1					1	1		1					Ec-1f,5d; FL-5a; UoI-3m
a. Add, subtract, multiply and divide	34	1		5	3	25		1	2	3	1	2	2		1	1	1	1			1		1		1	1		1		1	1			1	1		1	1	1		1				1	1	1					1	
b. Decimals	11	1			4	6		1	3		1	1			1						1			1			1																											
c. Percentage	22			2	2	18		1	2	1	1	3	1		1				1		1			1	1		1		1				1	1		1	1	1								1						
d. Fractions	22	1		1	2	18			2	1	1	3	1			1			1				1	1	1		1	1						1	1		1	1	1	1								1					
e. Word problems	10	1				9			2		1	1												1	1					1						1	1																
f. Equivalents	1					1						1																																									
g. Measurements and weights	17				1	16			1		1	1			1	1								1		1	1			1	1	1	1	1	1			1	1				1		1							
h. Algebra	7					7			1																1					1						1				1							1					
i. Geometry	4					4			1																					1						1				1											
j. Add, sub., mult., div.-without calculator	2		1		1			1																																													
2. Application - Practical	4					4										1																		1			1	1															
a. Budgeting	4			1		3							1					1						1										1																				
b. Balancing checkbook	10			1		9							2				1	1				1					1			1									1	1								1						Ec-5a-d
c. Making change	13			1		12								1				1						1			1	1			1			1	1			1	1				1										Ec-1d
d. Comparative shopping (unit pricing)	8			1		7						1	1			1		1									1	1			1									1														FL-2b,5a
e. Tax rates/forms	4				1	3					1						1					1																		1														Ec-8a-i
f. Interest	11			2		9											1	1	1			1		1		1	1																		1		1							Ec-1a
g. Read ruler	7			1		6										1							1							1								1								1						
h. Convert from one unit to another	4			4						1		1																				1																					

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Skills Assessment

Fremont Unified School District

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MATHEMATICS (continued)																																																					
i. Exposure to computers/calculators	6				1	5		1								1											1		1		1																	1							
j. Know business math (consumer's)	2					2										1											1																											
k. Know math required for college entrance	1					1										1																																						
3. Know Metric System	18	1		4	1	12			1	1	2	3				1	1							1						1	1			1					1		1			1										
a. Basic abbreviations	1			1							1																																										
b. Read liquid measurements	3			2	1			1	1		1																																										
c. Picture measurements in your mind	1								1																																											
d. Perform simple calculations mentally	1					1																																														
e. Square footage	1					1																																														
f. Power of tens	1				1							1																																									
g. Calculate board feet	1					1																		1																													
h. Tell time	1					1																									1																							FL-7a; UoI-11q
i. Read thermometer	3				1	2		1								1															1																						
j. Approximate measuring device	1					1																											1																				
k. Difference between credit and debit	1					1																																			1													Ec-1c
l. Pass civil service exam	1					1																																									1						
m. Calculate angles	1					1											1																																					
n. Understand terminology	2			1	1			1				1																																									

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SCIENCE AND TECHNOLOGY																																																						
1. Have a Basic Understanding of Science in	9			1	1	7		1	1				1				1		1											1					1																	1		1	EE-1
Daily Living																																																						
2. Basic Biology	5			1		4							1				1																								1									1			
3. Ecology	1			1									1																																								EE-1
4. Animals	2			1		1							1																												1											CZ-2a; EE-6
5. Plant Life	2			1		1							1																												1											EE-9
6. Understand Basic Laws of Physics and	6					6					1																		1												1								1		1	1	
Chemistry																																																						
7. Be Able to Cope With Changes and Advancements	3				1	2			1		1													1																														
8. Understand Importance of Science and	2					2													1								1																										
Technology in Solving Problems facing man																																																						
9. Geology	2					2																							1												1														
10. Agriculture	1					1																																				1											EE-9
11. Zoology	1					1																																																1	
12. Astronomy	1					1																							1																										
13. Earth Science	2					2																							1																										
14. General Knowledge of Electricity and	5			2	1	2		1	1				1														1				1																								
Power (Basic Electronics - Appliances)																																																						
15. Understand Capabilities of Computers	2					2																							1																									OSP-6a-e
a. Know computer techniques	1					1																							1																									OSP-6a-e

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SCIENCE AND TECHNOLOGY (continued)																																																					
16. Understand Our Relationship to Outer Space	1					1																			1																													
17. Aware of Science and Technology Jobs	1				1			1																																												
a. Job titles and what they mean	1				1			1																																												
18. Operation of an Automobile	1				1			1																																												Ec-14a-g
19. Operation of a Sewing Machine	1				1			1																																													FL-3k
20. How to Read a Blue Print	2			2							1	1																																									
a. Recognize symbols, directions	2			2							1	1																																								
b. Blue print scale, lines	2			2							1	1																																								
21. How to Run Business and Industrial Machines	1			1									1																																							
a. An assembly line	1			1									1																																								
b. Safety procedures	1			1									1																																								
PAST, PRESENT AND FUTURE SOCIETY																																																				
1. Social Studies	2					2									1																								1																
a. Current events	5					5		1																							1	1						1															CZ-1c
b. World and national history	14					14				1	1				1	1				1				1						1	1	1					1		1						1		1		1				
c. Politics (local, state, national)	1					1																																1															CZ-1c
d. Environment (physical)	1					1																																1															EE-1

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PAST, PRESENT AND FUTURE SOCIETY (continued)																																																								
e. Understanding past, present and future societies	2			1		1						1																		1																											EE-4; Hr-5a,b
f. Knowledge of civilization	1					1																								1																											EE-4
g. Knowledge of different economic and political systems	1			1								1																																												ExV-3g
h. How to deal with the future	1			1									1																																											EH
i. Cope with changes	1			1								1																																												EH
j. Know how you can help in the society	1			1									1																																											EH; ExV-6b
k. Identify 5-6 different cultures	1					1						1																																													ExV-39
l. Knowledge of cultural and industrial revolution in U.S. and Europe	2					2						1																																													ExV-3b
2. Knowledge of Geography	3					3					1	1			1																																											
a. Identify the continents from memory and location of 1 or more countries	2					2						1																																														
b. Develop a travel plan involving U.S. and 3 other countries (passports)	1					1						1																																												LT-9
c. Location of areas of government business within city, county, state	1					1						1																																													CZ-1a,c
d. To have working knowledge of foreign countries	3					3														1	1																																					ExV-3b

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Skills Assessment

Fremont Unified School District

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PAST, PRESENT AND FUTURE SOCIETY (continued)																																																								
e. Know world maps/international geography-	5				2	3			2		1							1			1																																						
nations and relation																																																								
f. Familiarity with world affairs	1					1												1																																									ZE-5
g. Identify states, major cities, rivers	3				1	2			1		1																								1																						
h. Use a map	2					2		1			1																																													LT-9a-h; UoI-11a-q
3. Understand History - Societies	4			1	1	2			1				1												1														1																		ExV-2d,3; CZ-1e
a. Ethnic groups and their contributions	8			1	1	6			1	1		1													1						1	1									1									1						ExV-3g
in U.S.																																																								
b. Major nations of the world	1					1																											1																						
-location	1					1																											1																						
-resources	1					1																											1																						
-cultural	3			1		2							1																				1																		1					ExV-3a
-relative position in world power	1					1																											1																						
structure																																																								
c. Foreign government structures	2					2														1																							1																
d. American heritage	4					4																						1						1									1												CZ-1c,3o
e. Understand the futility of war	1					1			1																																																EE-5
f. Structure of our government	5				2	3		1	1							1											1				1																									CZ-1c
g. Understand the U.N.	1				1				1																																															ExV-3e
h. Have knowledge of man's history	1					1				1																																															CZ-1c; ExV-3b

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PAST, PRESENT AND FUTURE SOCIETY (continued)																																																						See abbreviations below.
1. Understand why some societies fail and others succeed	1				1			1																																															
j. Comparative social studies between countries	3				1	2		1	1																				1																										
k. Know the great documents of man's advancement/historical events	2					2			1					1																																									CZ-1c
l. Familiar with different major periods in man's history	1					1			1																																														CZ-1c
m. California history	1					1																																													1			CZ-1c
n. Know their heritage	3			1		2			1																																		1					1							CZ-1c; ExV-3f
o. Cultural integration	1					1								1																																								CZ-3o; ExV-2a, 3f
4. Foreign Language at Elementary Level	1					1								1																																								
5. Aware of Basic Difference in Religions	1			1									1																																									ExV-1e, 4b
6. Aware of Different Philosophies	1			1									1																																									ExV-1e, 4b
7. Appreciate and Understand Other Cultures in United States	1					1																					1																											ExV-2e, 3a
8. U. S. Economic Structure	1					1																									1																							CZ-1c
9. Understand How a Society Functions and Changes	1				1							1																																											CZ-1c
10. Relate History to Current Events	1					1																																				1												

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PAST, PRESENT AND FUTURE SOCIETY (continued)																																																						
11. Foreign Affairs and It's Effect on Us	2					2														1																			1																	
12. Know That Change is Constantly Taking Place	1	1																																																			
13. Know the Institutions That Resist Social and Political Change	1	1																																																			ExV-4b
14. Inimitability of Bureaucracy	1	1																																																		CZ-1a
a. Types of institutional variations	1	1																																																		ExV-4b
b. Understand bureaucracy	1					1																						1																										
c. Why bureaucracy exists	1					1																						1																										
15. Know History of Labor Movement	1					1																																1																CZ-1c
16. Legislative Milestone in Labor Law	1					1																																1																CP-16c; OSP-15,16
a. Leaders of labor movement	1					1																																1																
b. Understand underlying principle of labor vs management	1					1																																1																
17. Respect All Occupations	1					1								1																																								CZ-3c
18. How Different Occupations Contribute to Society						1								1																																								
19. Understand Trade Unionism	1	1																																																			CZ-1c; CP-16c; OSP-15,16

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								Sr. High						Jr. High						Elementary																																						See abbreviations below.
PHYSICAL EDUCATION AND HEALTH																																																							
1. Drug Education (Alcohol, Tobacco,	10			2	3	5		1	3	1							1			1									1							1					1												1		
Narcotics, etc.)																																																							
a. The mental and physical effects of drug	15			3	3	9		1		2		1			1		1	1		1	1						1					1			1															1				
abuse																																																						
b. Drug addiction; where to get help and	3			2		1			1	2																																													
information																																																							
c. Drug laws and penalties	2					2																																			1										1			
d. Identification of drug users	1					1																																			1													
2. Sex Education	11			1	2	8			1		2						1									1			1			1			1		1		1										1			1	FL-1b, 9a-d
a. Know moral principles	1					1											1																																						ExV
b. Venereal disease: recognizing - knowing	9					9					1							1								1	1		1			1			1		1			1													
effects of																																																						
c. Birth control	7			1	1	5			1		1	1					1												1						1							1													
d. Planned parenthood	3					3											1															1						1															
e. Basic sex difference	1			1							1																																											
f. Sex drives and how to control them	1			1							1																																										
g. Use of contraceptives	2			1		1		1									1																																					
3. Physical Education	6			1		5		1	1							1						1										1			1		1																	
a. Be aware of the needs of the body	14				2	12			2	1	1				1		1					1				1	1		1		1			1		1		1											1				
b. How the body functions	12			1	2	9		1			2	1				1									1				1		1			1															1				

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PHYSICAL EDUCATION AND HEALTH (continued)																																																				
c. Human reproduction	2				2																									1						1																	See abbreviations below.
4. First Aid	27	1		3	2	21	1	2	1	1	3	1				1			1	1		1		1				1			1					1	1		1	1	1	1			1		1		1		FL-11b
a. Artificial respiration	17			5	1	10	1	1		2	1	1				1			1									1		1						1	1	1		1	1			1		1					
b. Control/stop bleeding/tourniquet and splints	9			1	1	7	1	1											1																	1				1		1		1		1				1		
c. Treatment for shock	6					6													1											1						1					1		1						1		
d. Treatment for burns	7			1		6	1												1											1						1					1		1						1		
e. Poison: control centers, basic	6				1	5				1									1																					1			1		1			1		
f. Prevent choking	3					3					1																			1												1							
g. Who to call for different emergencies (identification and treatment)	7			2		5				1		1				1																				1	1		1		1										
h. How to clean and treat a wound	1			1			1																																												
i. Use of triangular and other bandages	6			2		4	1			1																				1						1	1			1										
j. How to induce vomiting	1			1			1																																												
k. How to smother the fire of someone burning	1			1			1																																											
5. Physical Fitness: Development of	8	1		2	1	4		1	1	1	1								1		1		1																														FL-7a
a. Knowing how to swim	4			2	1	1	1				2																			1																					FL-11j
b. Walk balance beam	2					2																								1	1																			
c. Jump horse (gym)	1					1																								1																				

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PHYSICAL EDUCATION AND HEALTH (continued)																																																					
d. Skip rope	2					2										1															1																								
e. Bounce and catch ball	2					2										1															1																								
f. Proper use of muscles	1					1																												1																				
g. Able to pass junior life saving test	3			1	1	1		1				1												1																																
h. Different exercises and what they	15	1		3	2	9		1	1	1	1	1			1			1		1	1		1	1										1						1																
develop																																																						
6. Basic Rules of Sports	4					4														1	1			1																									1							
7. Sportsmanship	6					6									1									1			1							1		1			1															
8. Know Sports That Can Be Continued After High	6	1			2	3			1		2									1	1																																		
School and Location of Local Athletic																																																					
Facilities																																																					
9. Art of Self Defense	6			4		1	1	1			1	1	1								1																					1														
10. Know the Various Safety Hazard Measures	4			1		3		1													1											1					1																FL-2b
and Rules																																																					
a. Electrical Appliances	1					1																										1																				
b. Fire and guns	1					1																										1																				
c. Proper use and storage of medicines	1					1																														1																
d. Driving and bikes	2					2																										1				1															CZ-1c
11. Know Survival Skills for:	3					3			1			1																																			1							
a. Desert, water, mountains, sun	2					2						1								1																																		

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PHYSICAL EDUCATION & HEALTH (continued)																																																						
b. Earthquake	2					2						1																																											
12. Health Education	2				1	1		1							1																												1												
a. Taking care of one's self when you're	2			1		1					1																																											EH -
sick																																					1																	
b. Recognize symptoms of illness or disease	5			1		4					1									1										1										1	1															
c. Responding to an emergency: use of	8	1				7								1						1		1							1									1		1												1			FL-11c
available resources and information																																																						
d. Importance of medical check up	7	1			2	4			1	1																					1	1		1																			
e. Proper use of insecticides	1						1																																		1												
f. Recognize lice/bed bugs	1					1																									1																					
g. Affect of environment on health	2					2																								1																						
h. Aware of elective surgeries	1					1																							1								1														EE-1
i. Knowledge of over the counter medicines	5					5						1			1	1															1																						
j. Know where to go for health care and	1					1																									1																					
information																																1																					
k. Knowledge of common disease (communicable)	3			1		2					1																																										
l. Know family medical history	1					1														1																																		
m. Know the importance of immunization	4				1	3			1		1																												1														
n. Mental health awareness	5					5									1																				1	1	1														1	EH-1

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PHYSICAL EDUCATION & HEALTH (continued)																																																					
o. Preventative health measures	5					5												1				1					1									1		1																See abbreviations below.
p. Proper storage of food	1					1																												1																		
q. Know and understand medications and allergies	2					2																																1	1														
r. Difference between first aid and medical aid	5	1			1	3			1											1		1																		1														
13. Nutrition	10					10				1					1			1		1		1			1	1					1															1				1			FL-7a
a. Know proper diet for an illness	5			1	1	3					2										1	1							1																									
b. Know proper nutritional meal (diet)	18	1		2	1	14				2	2		1	1			1				1	1	1					1		1			1		1			1		1	1								1				
c. Know four basic food groups	11			1	3	7		1		1	1	1									1											1	1	1	1						1								1				
d. Know content (calories, protien, vitamin preservatives, additives	7				2	5				1	1										1											1		1							1								1				
e. Know different vitamins and supplements	9			2	1	6				1	2		1				1						1									1							1		1												
f. Know how to plan weight - loss/gain diet	3			1		2		1															1											1																		
g. Know health dangers of different foods, smoking and alcohol	6				2	4				1	1																1		1		1							1															
h. Know advantages and disadvantages of dieting	3				1	2				1							1														1																					
i. Know how the body uses the different foods	2				1	1				1																								1																		

300

89

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UoI Use of Information
UID Unidentified

301

Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Ginkler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE
PHYSICAL EDUCATION & HEALTH (continued)																																																					See abbreviations below.
j. Know cooking methods for foods: effects	5					5					1										1											1			1													1					
of																																																					
k. Awareness of synthetic foods	1					1																												1																			
l. Be able to recognize food fads	1					1											1																																					
m. Aware of health and dental insurance	3					3			1			1																										1																	
n. Know basic arithmetic	1					1						1																																										
o. Know basic measurements	1				1							1																																										
p. Being able to read and follow directions	3			1	2						1	2																																										
14. Personal Hygiene: Knowledge of	21			2	2	17		1	1	1	1	1	2					1			1	1	1	1					1	1			1					1		1				1			1			1			1	
a. Dental hygiene	8			1		7					1		1																	1		1						1	1	1				1									
b. Grooming	13			2	1	10				2	1		1							1			1			1			1		1							1									1	1						CP-4a,g; OSP-3a,b
c. Dressing for the occasion	7			2		5		1			1									1	1							1			1	1																					OSP-3a,b CP-4a-g
d. Use of cosmetics and deodorants	4			1		3					1									1									1																1									FL-8
15. How to Reduce a Fever	1			1							1																																										
16. Menstruation	1						1																																														
17. Proper Manners and Behavior	2					2							1																1																							
18. Advantage of Showing a Respectful Attitude	1					1							1																																							
19. Know What to do For a Heart Attack Victim	3			1		2					1									1																				1														
20. Know the Basic Signs of Life	1					1																							1																							
21. Proper Procedure for Notifying an Accident	1					1																																													FL-11

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OSP Occupational Selection & Preparation
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Skills Assessment

Fremont Unified School District

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PHYSICAL EDUCATION & HEALTH (continued)																																																					See abbreviations below.
22. Know When to and Not to Move an Injured	1					1																																								1								
Person																																																						
23. Know Emergency Distress Signal/Sign	1					1											1										1																													FL-11
24. Know How to Administer Medicine for Common	1			1				1																																														
Colds/Flu																																																					
25. Know the Location of Emergency Exits	1					1														1																																			FL-11
26. Participates in Sports on All Levels	4					4					1															1	1															1														
27. Know How to Prevent Acne	2			2				1		1																																													
28. Hair and Skin Care	4			1		3		1																			1															1			1										
USE OF INFORMATION																																																						
1. Read a Newspaper, Periodicals	10	1		1	1	7			1	3												1											1	1					1	1														Com-1k,n
a. Be able to read and comprehend	13	1		1	2	9		2	1	2		1						1				1										1	1					1			1												
b. Be able to distinguish fact and non-fact	8			1	1	6		1	1	1								1														1	1				1				1												
c. Locate and apply information gained	4				2	2			1	2																																1												
-apply for a job	2					2				1																								1																		CP-1a-h
-reply to an ad (read)	3				1	2			1	1		1																																										CP-1a-h
d. Read critically	2				1	1				1																								1																		
e. Recognize various sections of newspaper	6	1			1	4				1		1						1																					1									1						

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USE OF INFORMATION (continued)																																																					
f. Functions of mass media	3			2		1		1			1																						1																					
g. Aware of current events	1			1							1																																										
2. How to Obtain Legal Services	5				1	4			1	2												1													1																				CZ-1c
a. What agencies are available	6				1	5			1	2												1													1																1				
b. Where to get free legal council	4	1			2	1			1	1												1																																	
c. Know civil court judicial system	1				1				1																																												
d. Know legal rights	3	1			1	1				1																																		1									
-dealing with police	1					1																																						1									
-as a homeowner	1					1																																						1									
-consumer laws	1					1																																				1										
3. Read a Map	22			4	2	16			3	3	2	1	1			1	1			1	1										1	1		1	1	1		1	1							1							LT-9a-h; Soc-2h,3b; UID pa
a. Understand/use a map legend	15			3	3	9			3	2	2		1			1	1			1															1	1		1									1						
b. Understand a street and roads index	5			2	1	2			1		2		1						1																																				
c. Understand mileage and scale	12			2	2	8			2	1	2		1			1				1																									1	1		1				1				
d. Types - building, bus, city, shopping	1					1											1																																				
e. Calculate travel time	1					1											1																																				
f. Calculate expenses	1					1											1																																				
g. How to fold neatly	1				1						1																																										
h. Know directions	6				1	5			1										1	1												1				1							1										
i. How maps organized	2			1	1				2																																												

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USE OF INFORMATION (continued)																																																					
j. Know different types of maps	3			2		1				1	1																				1																								
k. How to locate towns, streets, roads	4				2	2					1	1																				1																1						
l. How to use a compass	1			1							1																																										
m. Basic math for computation of mileage	3				1	2						1								1																1																		MA-1a
n. Use letter and number coordinates	2				1	1						1																																					1					
o. Able to read	3					3														1															1		1																Com-1a
p. Able to give directions	1					1																										1																				
q. Knowledge of atlas and/or globe	3					3																										1								1						1							
r. Able to read road signs	2					2																1										1																				
s. Able to select most direct route	2					2																																1	1														
t. Vacation preparation	1					1																																		1													
u. Able to read latitude and longitude	1			1								1																																									
4. Read and Understand a Legal Document	8					8				1				1	1												1										1			1		1		1				1						
a. Legal terminology	5					5				1				1																											1	1					1							
b. Use library to find legal terms	1					1				1																																											
c. Various legal contracts	12				2	2	8		1		1	2		1	1								1				1										1			1		1		1				1						
-real estate, leases, tenant insurance,	10				1	2	7				1	1	1	1	1								1				1								1					1	1					1							
credit, bank, work, union, installment,																																																				
interest, health, rent																																																				
d. What you are signing	6	1		2		3			1				1														1													1				1									

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USE OF INFORMATION (continued)																																																					
e. Your legal rights	7	1		1		1	4					1		1		1												1									1				1														CZ-1c
f. What managers can and can't do	1			1									1																																								
g. Difference in written and verbal	1						1																					1																										
h. Don't sign under pressure	1	1																																																			
5. Knowledge of Community Resources	20		1		4	15		1	1	1	1	1	1	1	1		1		1	1			1	1											1	1				1			1	1				1		1				FA-3m; HR-12d
a. Library - card catalog, paperbacks, general resources, newspapers, magazines, encyclopedia, dictionary, reader's guide	10				1	9			1	1	1				1				1				1				1														1			1	1									CZ-1c
b. Commercial sources of information																																																					
-catalogs	1				1				1																																												
-Chamber of Commerce	5		1			4				1			1												1																							1							
c. Banks	1					1																																									1							
d. Schools	3				1	2		1															1																							1							
e. Child care	1					1																										1																					FL-10a-r
f. Employment agencies	4				1	3		1												1												1															1							
g. Recreation department	6				1	5		1									1			1			1																		1					1							
h. Consumer agencies	16		1	1	4	10		2	1	2	1						1					1				1					1			1	1									1		1						
i. Health agencies	13			1	4	8		2		2		1								1			1								1			1					1				1	1		1	1					CZ-2a
j. Law enforcement	5					5						1							1												1								1						1								CZ-1c,2a

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USE OF INFORMATION (continued)																																																					
k. Transportation	1					1																																		1															
l. Museums	1					1																																		1															
m. Social Security	4				1	3				1		1																				1																1						CZ-1c
n. Government services (veterans, welfare, HRD)	16			1	3	12		2	1	2		2	1		1					1			1									1		1											1	1		1					CZ-1c
o. Industry	1					1																												1																			
p. Media	2					2																												1															1				
q. Emergency phone (services)	5			1		4			1			1								1														1													1						
r. Legal assistance	11				4	7		1		1	1	1	1										1	1								1				1									1						CZ-2a
s. Social assistance	9			1	2	6		2		1		1	1										1									1				1																
t. Parks	2				1	1		1												1																																	
u. Fire department	2					2														1												1																					
v. Welcome Wagon	1					1							1																																							
w. Drug abuse center	2				1	1						1			1																																						
x. Convalescent homes	1				1							1																																									
y. Investment	3				2	1		1			1																																									EC-7
z. Marriage/family/crisis intervention	3					3														1												1																					FL-1b
6. How to Use the Library	30	1		1	1	27			2		1	2	1		1	1	1		1		1		1		1				1			1	1	1	1	1	1	1		1		1			1		1	1		1		1	1	CZ-1c; FA-3m
a. Card catalog	17			1	1	15					1	2		1	1					1		1		1											1						1	1			1			1	1			1	1
b. Indexes	6				1	5						1															1									1				1							1					

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USE OF INFORMATION (continued)																																																					
c. Dewey decimal system	13					1	12				1	1				1	1			1						1			1					1						1	1			1			1						1	
d. Library card	2						2																																	1						1							
e. Resources available	25	1		2	1	2	1		1	1	1	2			1	1	1		1			1				1			1					1		1	1	1	1		1			1		1	1			1		1	1
f. Book check out and return	2						2																	1												1																	
g. Periodic guide	5			1			4					1																	1					1															1			1	
h. Use of thesaurus	1						1																	1																													
i. Being quiet	4						4													1				1		1																	1											
j. General orientation (references and use)	8	1				1	6					1		1						1				1		1										1																1		
k. Dictionary	18				1	1	16		1			1	2			1				1				1			1		1					1	1	1						1					1	1	1		1		1	
l. Reader's guide	2					1	1					1																																					1					
m. Ask questions	4	1				1	2					1								1																1																	
n. Research and skills	11	1		1	1	8				1		1		1	1	1		1								1												1									1		1					
o. Microfilm	4						4																															1				1		1		1							
7. How to Use Reference Material	4					1	3			1					1																			1								1											Com-1a-z
a. Know how to read	1						1																															1															
b. Identify appropriate material	5					1	4			1		1																							1				1				1										
c. Consult with Better Business Bureau	3					1	2				1																				1										1											
8. Be Able to Follow Directions	6				1	1	4		1			1							1							1														1								1						ExV-5j; FL-3b
a. Read all directions	7				1	1	5		1			1		1					1							1														1														
b. Read critically	3				1	1	1		1			1															1																											CP-22a; Com-1a-z

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USE OF INFORMATION (continued)																																																					
c. Listen critically	1				1							1																																										See abbreviations below.
d. Ask questions	1				1							1																																								
e. Draw inferences	2				1	1						1				1																																					
f. Concentrate	2				1	1						1				1																																					
g. Draw conclusions	2				1	1						1				1																																					
h. Execute instructions	3					3										1				1																											1							
i. On all forms and products	3					3																					1														1							1						
9. Knowledge of Medical Services and Procedures	6		1	2	3			1		1			1				1			1																					1														CZ-2a
a. Selection of a doctor	3		1		2								1				1																								1													
b. Who to call for emergencies	4				1	3				1							1			1																													1					
c. Know about your hospital and who works there	1		1										1																																								
d. Help in strange town	1				1					1																																											
e. Selection of Hospital Plans	1			1									1																																							
f. Know basic first aid	3				1	2				1										1																												1						CZ-1c; Com-2t
10. Use of Telephone System	6				1	5				1									1												1				1		1				1												
a. How to use telephone directory	11				2	9				1	1		1						1	1											1				1		1				1	1	1					1					
-how to find county offices	1					1																																		1											
-how to find government offices	1					1																																		1											

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Skills Assessment

Fremont Unified School District

FREQUENCY BY ATTENDANCE AREA

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

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USE OF INFORMATION (continued)																																																					See abbreviations below.
-how to use white pages	3				1	2				1		1																													1														
-use the index	2				1	1				1		1																																										
-how to use yellow pages	5				1	4				1		1																							1					1							1							
-how to use green pages	1					1				1																																											
b. Proper use of operator	2					2																										1								1														
c. To contact social resources	1					1												1																																				
d. Use phone properly	4				1	3				1																						1				1	1															
e. Laws regarding use of phone	1				1					1																																										CZ-1c
f. Figure rates (local and long distance)	4				1	3						1		1																					1			1														
g. Figure message units	2				1	1						1		1																																							
h. Know symbols and abbreviations	1				1							1																																								
i. Proper etiquette	4			1		3				1				1																							1	1															
j. Use in emergency	2					2								1																								1															
11. How to Use Transportation	8					8								1								1	1					1								1		1									1					1		EE-3b; LT-9a-b Soc-2h
a. Know the different types	4					4								1								1						1										1															
b. Advantages of various types	2					2																1	1																														
c. Aware of various schedules	3					3								1								1	1																														
d. How to read different schedules	7					7								1			1					1														1			1													1		Com-1a-z
e. How to get from point A to point B	3					3											1																				1														1		
f. How to travel economically	2					2											1																				1																

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USE OF INFORMATION (continued)																																																					
g. How to make reservations	2					2																																		1													1		See abbreviations below.
h. Sources of information - agents, catalogs,	2					2																																		1							1								
phone book, other sources																																																						
i. How to finance a trip (cost)	2					2																																																
j. How to follow directions	1					1																																		1														
k. Discounts for handicapped	1					1																																															
l. How to make change	1					1																																																
m. Assure promptness	1					1																																																Ec-1d
n. How to claim baggage	1					1																																														
o. How to report stolen property	1					1																																															
p. How to make accomodations, reservations	1					1																																														
q. Tell time and tell zones	2					2																																															
12. Know and Utilize Survival Techniques	2	1		1				1																																												FL-7a; MA-3h
a. Understand environment	2	1			1			1																																												FL-11k
b. Safe foods to eat	2	1			1			1																																												
c. Maps and compass	1	1																																																		
d. Ways of attracting attention	1			1				1																																												
e. How to hunt food and water	1					1										1																																						
f. Able to build shelter	1					1										1																																						
g. Different types of survival	1					1										1																																						

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USE OF INFORMATION (continued)																																																					See abbreviations below.
h. Farming	1				1										1																																							
13. Operation of Business Machines and Records	2			1	1		1																																													1		
a. Basic data processing equipment	1				1																																														1		
b. Maintain simple records	1				1																																														1		
c. Ability to file and retrieve records	2				2																																				1										1		
d. Operate machines	1				1																																														1		
-hand held calculator	2				2																																				1										1		
-typewriter	4			1	3		1	1																																1	1											
-adding machine	1				1																																				1												
-cash register	2			1	1				1																																1												
-keypunch	1				1			1																																													
-electronic equipment	1				1			1																																													
14. Be Able to Prepare For a Funeral	2				2																																		1					1										FL-9n
a. Burial	1				1																																								1									
b. Know options																																																					
-cremation, etc.	1				1																																								1									
c. Make a will (living)	2				2																																								1		1							
d. Donating organs	1				1																																								1									
15. Application for Insurance	7	1		1	5							1	1																		1	1									1												Ec-10a-h
a. Understand basic policies	8	1		1	6							1	1														1			1	1						1																

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USE OF INFORMATION (continued)																																																					
b. How much is needed	5	1		1		3							1	1																1	1																								
c. From whom to buy (dependable)	4	1		1		2							1	1																	1																								
d. Various types																																																					FL-2a
-life, auto, health, home, fire, theft,	7	1		1		5							1	1															1	1									1		1														
credit, property																																																					
e. Know deductibles, costs, annuities	3	1				2								1																		1																						
f. Know when claims will be made	1	1																																																			
16. How to Apply for Scholarships and Grants	2					2																					1					1																					CP-12
a. Who to contact	1					1																										1																					
b. Know requirements	2					2																					1					1																					
c. When to apply	1					1																										1																					
d. Apply early	1					1																										1																					
17. How to Make a Bank Loan	2					2																												1					1															Ec-5a-d,6a-s
a. Sources	1					1																																	1															
b. Requirements	2					2																												1					1															
c. Bank comparison	1					1																																	1															
d. Figure interest	1					1																												1																			
18. Understand Credit Statements	2	1				1																																	1															Ec-4a-j
a. Personal charges and interest	2	1				1																																	1															
b. Payments	2	1				1																																	1															

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USE OF INFORMATION (continued)																																																					See abbreviations below.
c. Know own financial limits	1	1																																																				
d. Credit rating importance	1	1																																																				
19. How to Fill Out Forms and Applications	12			2		10		1					1				1						1	1	1					1	1				1			1											1					Ec-9a-f
a. Understand Basic Information	2					2																		1							1																						
-keep a personal file of address,	1					1																		1																												
DOB, Social Security #, Driver's License	5			2		3		1					1											1													1											1					
#, references, previous employment, etc.																																																					
b. How to fill out different forms	6			2		4		1					1											1								1						1					1										
c. Reason for forms	1					1																																1														
d. Interpretation of information	2					2																		1														1														
e. Forms for unemployment	1			1									1																																								
f. Know what is expected	3			1		2							1																				1													1						
g. Forms for welfare	1			1									1																																							CZ-1c
-qualifications	1			1									1																																							
h. Job applications	7			1	1	5		1	1								1									1							1		1							1										EC-1i; CP-3a-g
i. Medical forms	1					1																																				1										
j. Dental forms	1					1																																				1										
k. School forms	1					1																																				1										
l. Legal forms	1					1																																				1										
m. Credit forms	2					2																		1	1																												Ec-4a-g

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USE OF INFORMATION (continued)																																																					See abbreviations below.
n. Loan forms	2					2																		1	1																														Ec-9a-f
o. Health history	1					1																		1																														
p. Social Security number	3					3																			1			1							1																		CZ-1c
q. Passport	1					1																										1																				
r. Tax forms	2					2											1								1																													CZ-1e; Ec-8
20. How to File Income Tax Return	6			1		5							1							1			1					1														1							1				CZ-20; Ec-8a-h
a. When returns are due	1			1									1																																								
b. Where to get tax forms	1			1									1																																								
c. Read and follow directions	1			1									1																																								
d. Keep record of yearly expenses	1			1									1																																								
e. Understand W-2 form	1					1																						1																										
f. Know type of deductions	1					1																						1																										
g. Where to seek aid for filling out forms	1					1																						1																										
h. Where to send forms	1					1																						1																										
21. Study Skills	8				1	7				2				1				1	1									1			1												1													LT-2
a. Responsibility	3					3												1													1												1												
b. Self-discipline	8				1	7				2				1				1	1												1			1								1												
c. Reference book use	3				1	2			1									1													1																							
d. Telephone book use	1					1																									1																							CZ-1c
e. Dictionary skills	3					3												1										1			1																							

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USE OF INFORMATION (continued)																																																					
f. Research skills	6					2	4		1	1	1							1										1		1																										
g. Library skills	3					1	2		1																			1		1																									CZ-1c
h. Utilization of time	8					1	7			2				1				1	1										1					1								1													
i. Various study techniques	1						1																						1																									
j. Rapid reading and comprehension	2						2			1																				1																									Com-1a-z
k. Taking notes	4					1	3			1								1	1											1																										
l. Keeping up on assignments	2						2							1																1																									
m. Choose proper environment	3					1	2			1				1					1																																					
n. Organization of materials	3					1	2			1				1					1																																					
o. How to outline	3					1	2			1								1	1																																				
p. Practicality of studying	1						1							1																																									
q. Study for tests	1						1											1																																					
r. Neatness	1						1											1																																					
s. Standards of performance	1						1																											1																				
22. Thinking and Memory Skills	10			1	2	7			1	1		1													1					1							1	1													1		1		EzV-7b
a. Check and verify information	3					1	2		1						1																																					1			
b. Visual memory	1						1																							1																								
-recall directions	1						1																							1																								
-put things in order	2					1	1		1																					1																								
-sorting	2						2								1															1																								

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USE OF INFORMATION (continued)																																																					See abbreviations below.
c. Organize	2				1	1			1																																1															ExV-5a
-planning	1					1																																		1															
-preparing	1					1																																		1															
-evaluating	4					4									1									1													1			1														
d. Creatively	1					1																																1																FA-1
-recognize disassociated patterns	1					1																																1															
-try new ideas	1					1																																1															
-develop alternative solutions	3				1	2					1																											1												1				ExV-8a
e. Independently and analytically	6			1	2	3			1	1		1																						1		1											1							
-logic (differentiate propaganda)	9			2	2	5			1	1	1	1												1					1							1	1									1							
--understanding	6			1	2	3			1	1		1			1													1									1																
--application	3				1	2			1																				1									1																
f. Problem identification (what if)	8			1	2	5			1		1	1			1										1													1									1		1					ExV-7j; Com-6a-z
g. Problem solving (research)	6				2	4			1		1																		1								1									1		1					
h. Solution (testing)	4				2	2			1		1																										1									1								
i. Decision making	5				2	3			1		1																									1									1		1					ExV-5c
j. Assuming responsibility	1					1																														1																ExV-6b,8c
k. Identification of cause and effect	3				1	2			1																1																					1							Com-6a-j
l. Application of information	1					1									1																																							
m. Separate fact and opinion	6			2	2	2			1	1	1	1												1					1							1									1		1					Com-6a-j

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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alvisо	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
USE OF INFORMATION (continued)																																																							
n. Ability to say no	1					1																																				1																Ec-3b
o. Different philosophies	1					1																								1																											-
UNIDENTIFIED																																																									
1. Use Proper Etiquette	1					1																																							1														HR-7a-r
a. Using the telephone	1					1																																							1														
b. In introductions	1					1																																							1														
c. In eating	1					1																																							1														
d. In speaking	1					1																																							1														
2. Evaluate Alternatives	1					1																																																1						ExV-7j,8g
a. Know problem solving techniques	1					1																																																1					
b. Know how to apply dollars in the evaluation of alternatives	1					1																																																1					
3. Broad Understanding of Government	2					2															1				1																																			CZ-1a
a. U.S. government																																																											
-Doesn't owe you a living	1					1																			1																																	
-Concept of supply and demand	1					1																			1																																	CZ-1c
-Labor unions - pros and cons	1					1																			1																																		
-Differences between privately owned and government controlled businesses	1					1																			1																																		

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OSP Occupational Selection & Preparation
Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
S&T Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
Usi Use of Information
UID Unidentified

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Williamson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alviso	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Nail	Norris	Oliveria	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE: See abbreviations below.
UNIDENTIFIED (continued)																																																					
b. Other governments	1					1																1																																	
c. U.S. citizenship	1					1																1																																	CZ-1c
4. Know How to Drive a Car (defensive)	13			3		10		1	1		1					1					1					1					1	1					1	1					1				1				1		CZ-1c,2a; Ec-14f; FL-6b
a. What makes it run	9			2		7		1			1	1									1					1						1	1					1												1				
b. Minor repairs and upkeep (safety & tune)	24	1		4		2	17	1	1		3	2	1			1	1				1	1	1			1			1	1			1	1				1	1		1			1						1				
c. Rules (laws) of the road (safety and handling	19	1		3		2	13	1			2	1	1			1	1				1					1			1			1	1					1	1	1	1			1					1					
d. Consumer (protection laws, buy and sell, repair)	5			1			4		1		1															1													1		1														CZ-1c
e. Liabilities and responsibilities	13	1				1	11				1										1		1	1		1			1			1		1				1	1		1							1					
f. Insurance (responsibilities - when and how to buy and file a claim)	11	1		1	1		8				1	1										1		1			1			1			1						1		1				1								
g. Emergency procedures and first aid	13	1		1			11	1								1				1	1			1			1	1		1							1	1	1	1													
h. How to read (maps and signs-gauges)	10	1		2			7				1		1			1						1									1	1					1	1										1					Com-1a-z
i. Procedures for permit and license (laws and special needs)	6	1		1			4				1											1		1			1				1																						
j. Training courses/Driver Test (DMV)	11	1		2		1	7	1			2					1				1		1	1				1	1					1														1					
5. Basic Real Estate																																																					
a. Rental agreements	1					1																																														Ec-20a-c
6. Know Geography	2					2																								1																						

CROSS REFERENCE

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EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
OSP Occupational Selection & Preparation
Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
S&T Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
UoI Use of Information
UID Unidentified

Skills Assessment

Fremont Unified School District

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO ...

FREQUENCY BY ATTENDANCE AREA

SELF AND INTERPERSONAL COMPETENCIES	total frequency	FREQUENCY BY TYPE OF GROUP: Administration	Business	Student	Teacher	Resident	Unidentified	Sr. High: American	Irvington	Kennedy	Mission San Jose	Washington	Willenson Hillview	Jr. High: Centerville	Hopkins	Horner	Robertson	Thornton	Walters	Elementary: Alvieo	Azevada	Blacow	Brier	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Glankler	Glenmoor	Gomes	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Millard	Mission San Jose	Mission Valley	Mowry	Niles	Noll	Norris	Oliveira	Olivos	Parkmont	Patterson	Reynolds	Rix	Vallejo Mills	Warm Springs	Warwick	CROSS REFERENCE
UNIDENTIFIED (continued)																																																					See abbreviations below.
a. Basic map skills	2					2																								1																				1			
-continents, oceans, etc.	1					1																								1																						
b. Study geological stratas	1					1																								1																						
c. Elementary topography	2					2																									1																				1			
d. Labeling																																																					
-states, territories, etc.	1					1																								1																						
7. Understand Basics of Insurance	2			1		1					1																																		1								FL-2a; Ec-10a-h
a. All types																																																					
-health, life, auto, home/apartment	1					1																																						1								
b. How to buy	1			1							1																																									
c. Types needed	1			1							1																																									
8. House Maintenance (Who to Call)	1					1																																1														FL-2a,b; Ec-11a-l
a. Know basic maintenance and location of:																																																					
furnace filters, faucet washers, water	2					2															1																		1														
and gas valves, fuse box																																																					
-plumbing, painting, carpentry, electrics	1					1					1																																									
b. Use and repair of tools	1					1					1																																									OSP-9,11,13
9. Develop Test Skills																																																					
a. SAT, Civil Service, etc.	1					1						1																																								Com-1a

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy & Environment
ExV Examination of Values
FL Family Living
FA Fine Arts
HR Human Relations
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Com Communications
LT Leisure Time
CP Career Planning
MA Mathematics
SaT Science & Technology
Soc Past, Present & Future Society
PEH Physical Education & Health
Uol Use of Information
UID Unidentified

APPENDIX C

ARTICULATED K-12 CAREER EDUCATION PROGRAM

FREMONT UNIFIED SCHOOL DISTRICT

WORLD OF WORK (WOW) FUNCTIONS AND CLUSTERS IN CAREER EDUCATION

Developed by
Dr. W. Lee Foust, Jr.

Review of ongoing "career education" and "career cluster" efforts suggests that many educators do not yet realize that career education and a facilitating cluster scheme must be designed to assist learners to explore the world of work **outside** the school walls —NOT to explore just those occupational preparation programs — vocational, technical, and/or professional — that exist **within**.

Development of the world of work (WOW) function approach to clustering occupations for career Exploration was undertaken because a tested procedure for providing meaningful occupational content of career clusters that meets the U.S. Office of Education (USOE) and "facilitates the delivery of career education", was NOT available.

There is much controversy as to "the design and organization of clusters" that meet the stated goal. The world-of-work function approach is not the "one and only answer" to designing and organizing a cluster scheme that will "facilitate the delivery of career education." This approach was designed to assign occupations to a cluster scheme representing all the world-of-work and applied to the USOE Communications Media Occupations career cluster Guideline development effort. It does allow the learner to explore the world of work in a manner that transcends commitment to a particular occupational preparation perspective. It thereby prepares the learner to select more freely the occupational preparation program — vocational, technical, professional — that is seen as best serving his/her career needs.

The major subgrouping of the WOW function is entitled **occupational areas.** Occupational areas serve the function of identifying, in general, the world-of-work settings —work establishments, production or service units — where the learner could explore these occupations. In the CMO application they are the Broadcast, Graphic and Line Communications occupations.

The minor subgrouping of the WOW function — the **occupational families** — in many instances transcend the world-of-work settings the learner explored. This is the consequence of forming occupational families upon the basis of occupations that have common (identical or similar) worker function requirements to those of selected **primary occupations**. Primary occupations within a cluster are those job titles identified, in cooperation with Occupational Employment Statistics (OES) Project of DOL, as having high employment potential. Occupational families designed and organized in this manner provide the learner expanded opportunity for future entry into the world of work.

Resources to support the emerging commitment to career education are severely limited. The response of career education-concerned persons to the world-of-work function approach has been most supportive. It would appear that implementation of a total career cluster scheme, similar to that represented in the CMO cluster effort, should provide real cost benefits for career education at the national, state and local levels.

Further information concerning application of the WOW function concept to provide a total cluster scheme for career Awareness and/or career Exploration programs can be obtained from:

Dr. W. Lee Foust, Jr.
ISIS
2710 N.W. Mulkey
Corvallis, Oregon 97330

★ U.S. GOVERNMENT PRINTING OFFICE: 1975—699-793/48 REGION 10

WoW Function/Clusters

Current Status

The WOW Function/Cluster system approach to organizing and accessing occupational role information is currently in use in relation to the Career Exploration Information System (CEIS), as well as, the latest update of that perspective that is included in this Appendix.

THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WoW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

OVERVIEW

Career education is an instruction/guidance system that is designed to further the developmental process that prepares individuals for the citizen, family, leisure, and occupational roles they will experience during their career.

Career education, therefore, has a contribution to make to the development of all career role aspects and at all levels of education--preschool through adult life. To be effective, career education instruction/guidance activity selection should be based on the level of learner development. Within a Kindergarten-Adult/Continuing Education system, however, the two major functions of career education instruction/guidance--decision-making and preparation--can be described as generally occurring as follows:

CAREER DECISION-MAKING (K-10)

- Career Awareness (K-6)
  -- Initial Awareness (K-2)
  -- In-Depth Awareness (3-6)
- Career Exploration (7-10)
  -- Initial Exploration (7-8)
  -- In-Depth Exploration (9-10)
     --- Orientation to Decision-Making
     --- Exploration of Selected Occupations
     --- Tentative "Career Roles" Selection (Career Action Plan)

CAREER PREPARATION (11-ADULT/CONTINUING EDUCATION)

- Occupational Role Preparation Emphasis
- Citizen, Family, Leisure Role Preparation as Desired

Educational practice today more effectively supports a learner's occupational preparation than it supports a rational approach to career decision-making. For this reason, it is recommended that career educators initially utilize locally available occupational preparation programs--vocational/technical/professional. Current instructional technology can develop/improve local occupational instruction as that need becomes evident.

Having committed ourselves to a strategy of accepting local occupational preparation programs at face value, it is most important to develop/select career Awareness and Exploration learning activities that result in:

> "Getting the right learner in the right career preparation program for the right reason."

Experience suggests that this may be best accomplished if the career education instruction/guidance system provides a developmental structure that can be understood by the learner and the other individuals upon whom it will have greatest impact--the learners, parents, educational staff, and citizens of the local community.

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Educational practice has historically attempted to select learning activities that would support development of the citizen, family, and leisure roles to be experienced by a learner during a career. Trial and error experience has led to selection of learning activities that make sense to the learner involved. Little or no effort has, however, traditionally gone into relating education to work at other than the high school and/or post-high school/continuing education levels.

The role of the WoW (World of Work) Functions and Clusters (WoW F/C) is to provide instruction/guidance personnel a systematic/developmental approach to infuse occupational relevant information into career Awareness and career Exploration learning activities. The WoW F/C perspective is designed to articulate these learning activities in such a way that the learner is able to effectively perceive alternative occupational roles and to discover the consequence of occupational role selection upon the total career s/he would choose to live.

The chart that follows illustrates a scheme to facilitate the delivery of career education in a systematic/developmental manner:

1. It is simple and understandable by the nonprofessional user and learner.

2. It assists learners in the exploration of the world of work in a manner that does NOT involve prior commitment to a particular occupational preparation program perspective.

3. It assists staff in the redesign/selection of relevant career education infused learning activities.

4. It takes into consideration the effect of technological change over time by:

   ° Providing Awareness/Exploration understandings and skills learners can use in later life.

   ° Requiring minimal retraining of Awareness/ Exploration staff.

   ° Requiring minimal updating of Awareness and Exploration learning material.

5. It encompasses all the jobs in the Dictionary of Occupational Titles, now and in the future.

6. It includes jobs at all levels, i.e., provides a career ladder perspective.

7. It relates occupations to identifiable groups of employers.

8. It supplements, not supplants, occupational classification systems used by institutions and professionals, thereby gaining access to valuable data in a cost-effective manner.

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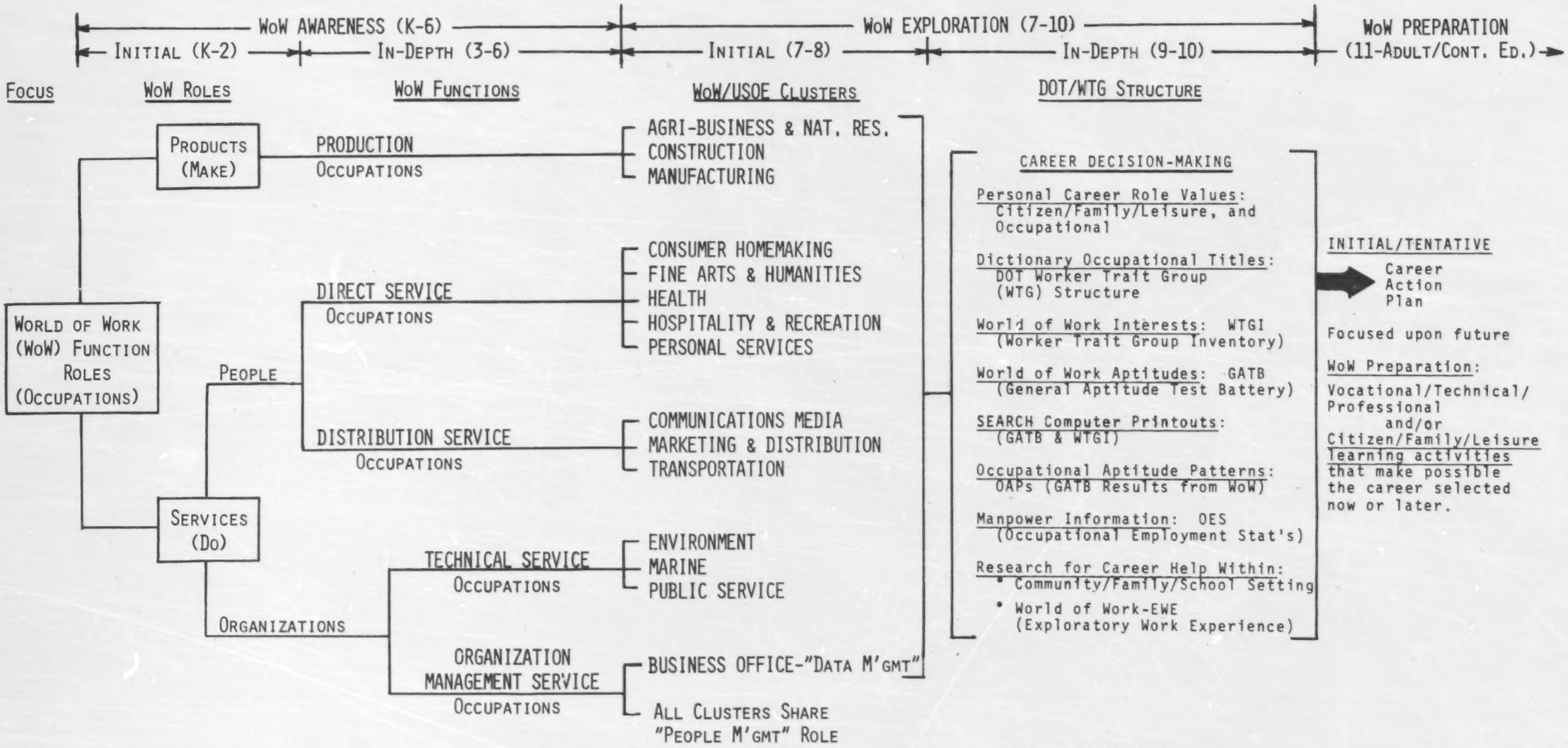
IsIs Career Education System: World of Work (Occupational) Role Structure* (Kindergarten-Adult/Continuing Education)



Focus	Career Awareness: WoW Roles	Career Awareness: WoW Functions	Career Awareness: WoW/USOE Clusters	Career Exploration: Personal Career Values/Realistic Career Decision-Making
Career Education Learner Outcomes	To discover people's world of work roles: • Producing "PRODUCTS" • Providing "SERVICES" (People "MAKE/DO" for me!)	To utilize WoW Functions to categorize occupational roles representative of past/present/future society. (WoW Functions: Production and Direct/Distribution/Technical/ and Organization Management Services)	To utilize the USOE clusters to explore occupational role interests (FANTASY) and the environments in which WoW Roles & Functions take place.	To clarify personal career roles value relationships: citizen/family/leisure/and occupational. To explore in depth (in school & WoW) the Worker Requirements (REALITY) of selected occupational roles. To relate Worker Trait Group (WTG) information (Dictionary of Occupational Titles - DOT) to personal career values and assessed WoW aptitudes/interests/(GATB/WTGI), known Occupational Aptitude Patterns (OAPs), and occupational opportunity in making an occupational role career decision.

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THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WoW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

WORLD OF WORK (WoW) FUNCTIONS AND CAREER AWARENESS

Within most communities, educational practices often relate ongoing educational activity to the learner's current experience and future citizen, family, or leisure roles. Elementary school practice has not, however, traditionally focused on providing information that was occupationally relevant to the career that a learner might some day experience.

Many learners today are, in fact, "deprived" of information/experiences that represent the realitites of the world of work. If the Awareness phase of career education is to function effectively, some means must be found to serve the needs of the teacher attempting to select/develop learning activities that will effectively represent the diversity and complexity of the world of work. This support must be simple in theory and practice. It must allow for the changing developmental patterns of elementary school learners.

The World of Work (WoW) Function approach to the organization of career education-relevant occupational information was designed to translate the information traditionally developed to serve occupational preparation programs into a form that is usable for career Awareness and career Exploration program development. World of work roles (occupations) are grouped in a way that let teachers select learning activities where learners discover that:

- Workers produce PRODUCTS
- Workers provide SERVICES

Teachers can now organize learning activities they know work with their learners to provide the added opportunity to discover how the farmer, carpenter, and candlestick maker are alike and how they differ from the bus driver, dentist, and grocer. Learners can also relate this knowledge to the citizen, family, and leisure roles they have experienced to the people in the world of work (WoW) who:

MAKE and DO for me

Learners most easily recognize the roles workers play in relation to the WoW PRODUCTION role of:

- Growing/mining
- Building
- Making

products used in our society. They find it more difficult to recognize and organize the different SERVICEs workers provide.

The task of the Awareness teacher now is to select learning activities that provide learners an in-depth Awareness of the differing WoW SERVICE roles that exist.

One way to organize such learning activities is to ask:

Whose needs are to be served? People? or Organizations?

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Learning activities can then be selected that let the learner discover that the WoW Roles "MAKE and DO for me" can become an in-depth understanding of WoW Functions that serve:

- People
  - DIRECT SERVICE occupations
  - DISTRIBUTION SERVICE occupations
- Organizations
  - TECHNICAL SERVICE occupations
  - ORGANIZATION MANAGEMENT SERVICE occupations

The teacher may choose to expand the learner's WoW Awareness from "Roles" to "Functions" by focusing initially upon WoW Services provided PEOPLE as compared to those provided ORGANIZATIONS, e.g., grades 3-4. Most primary school learners are aware of people whose WoW Function is to provide DIRECT SERVICE--barbers, singers, nurses, veterinarians, etc.

Fewer learners may have recognized that NOT every person who produces a product or provides a service is able to distribute those goods or services to all members of society who have a need for them. Learners need to recognize that some occupations focus upon providing access to the goods, services, and information that is available in our society. The bus driver, printer, publisher, salesperson, and TV newscaster are all people whose occupations serve a DISTRIBUTION SERVICE function in the world of work.

The learners in-depth Awareness of all WoW Functions would be completed, e.g. grades 5-6, by selecting learning activities that reveal:

- Most WoW goods and services are the result of people working together in an ORGANIZATION--some world of work establishment, production or service unit.

Learners would now recognize that it is necessary for some workers to serve the function of managing the activities that take place in the world of work, e.g., clerks, office managers, secretaries, etc. They would be able to relate the function of ORGANIZATION MANAGEMENT SERVICE occupations to their experiences as members of a family, a citizen in or out of the classroom, and a participant in the leisure role group activities in which they have engaged.

These learners are also often interested in the role of science and technology in our society. Selection of learning experiences that focus upon such applications will provide insight that TECHNICAL SERVICE occupations provide specialized support services necessary for others to function in the world of work, e.g., computer, electronics, laboratory, and specialized technicians.

In summary, the WoW Function approach to the design/selection of career Awareness learning activities provides a structure for achieving learner outcomes such as an increasing Awareness of the broad range of occupations representative of world of work functions and the personal, social, and economic significance of work. Our approach has been to focus initial and in-depth WoW Awareness learning activities at grades K-6 even though we know it must become a life-long activity. Teachers could use the WoW Function structure to select a series of planned learning activities that result in the learner perceiving a more accurate representation of the realities of the world of work. The learner is now ready to begin to investigate the WoW ENVIRONMENTS in which people carry out their WoW Roles and Functions.

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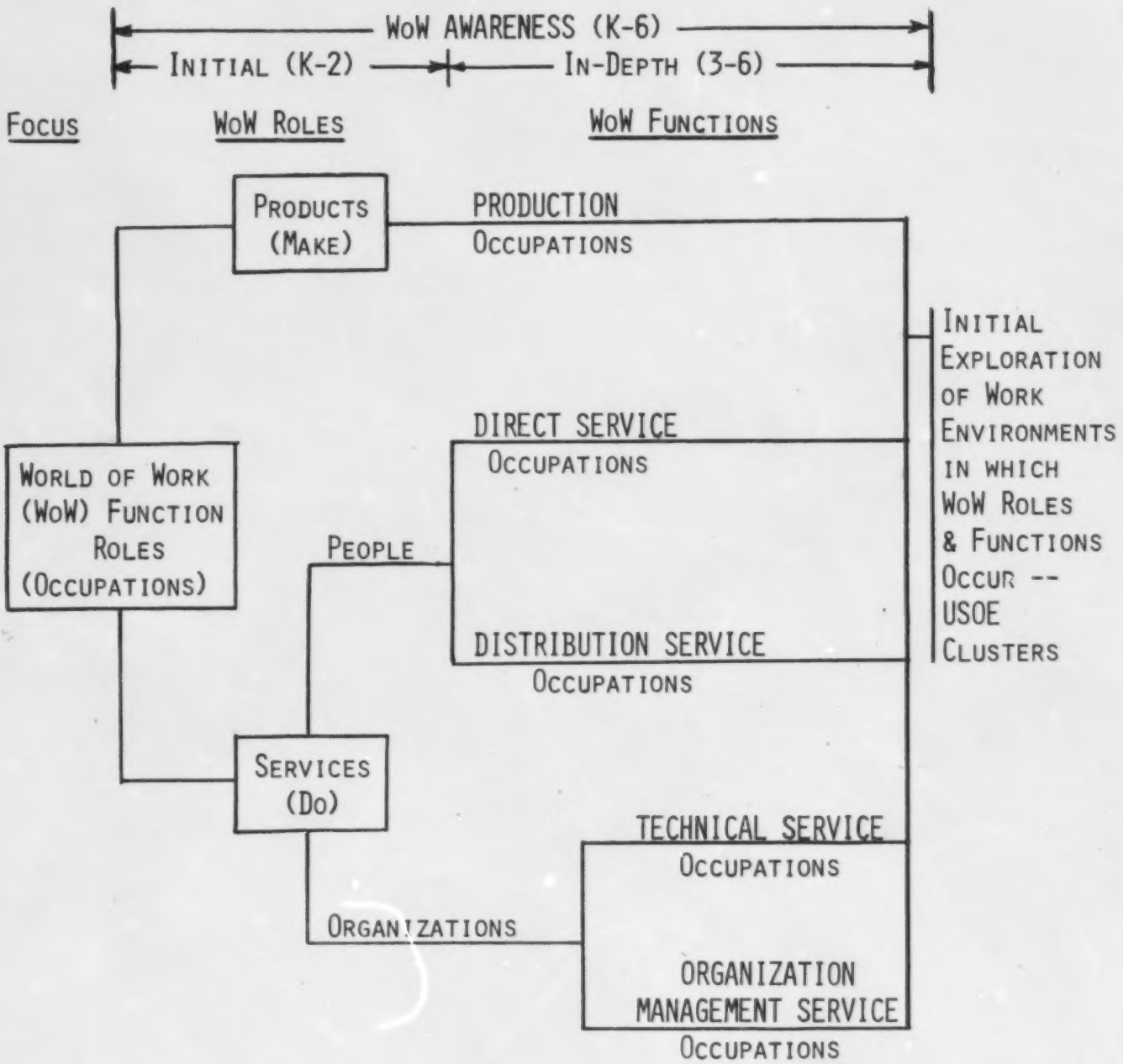
IsIs Career Education System: World of Work (Occupational) Role Structure*



CAREER AWARENESS

Focus	WoW Roles	WoW Functions
Career Education Learner Outcomes	To discover the world of work roles: ° Producing "PRODUCTS" ° Providing "SERVICES" (People "MAKE/DO" for me!)	To utilize WoW Functions to categorize occupational roles representative of past/present/future society. (WoW Functions: Production and Direct/Distribution/Technical/ and Organization Management Services)

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THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WoW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

WoW FUNCTION/CLUSTERS AND INITIAL CAREER EXPLORATION

Our concern now shifts from serving the career Awareness learner's need--representing the world of work--to providing Initial Career Exploration learning activities that will ready the learner for In-Depth Career Exploration and selecting an occupational focus for planning a career Preparation program. To accomplish that end, it will be necessary to select learning activities that serve the stated functions of career Exploration (7-10):

- Initial Exploration (7-8)
- In-Depth Exploration (9-10)
  - -- Orientation to Decision-Making
  - -- Exploration of Selected Occupations
  - -- Tentative "Career Roles" Selection

The person developing/selecting Initial Career Exploration learning activities using the WoW Function/Cluster approach can assume that the learner could discuss with a job holder what that person does in the world of work, and be able to classify the occupation described in terms of the WoW Function it serves. It is not feasible, however, to expect learners to explore all the jobs in our society in this manner.

Initial Career Exploration learning activities will most often involve junior high school-level (grades 7-8) learners. These learners commonly both desire and are capable of participating more fully in being responsible for selecting the learning they are to accomplish. The learning activities designed/selected should permit organization in terms of the interests of learners in the occupational roles that exist within the world of work.

The WoW Function concept can now serve the learner as a means of organizing broad groups of occupations, e.g., the U.S. Office of Education (USOE) clusters, while they explore the differing WORK ENVIRONMENTs in which WoW Roles and Functions take place:

WoW PRODUCTION Function Clusters*

- ° Agri-Business and Natural Resources Occupations
- ° Construction Occupations
- ° Manufacturing Occupations

WoW DIRECT SERVICE Function Clusters*

- ° Consumer Homemaking Occupations
- ° Fine Arts and Humanities Occupations
- ° Health Occupations
- ° Hospitality and Recreation Occupations
- ° Personal Services Occupations

*U.S. Office of Education Occupational Cluster Titles

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WoW DISTRIBUTION SERVICE Function Clusters*

- Communications Media Occupations
- Marketing and Distribution Occupations
- Transportation Occupations

WoW ORGANIZATION MANAGEMENT SERVICE Function Clusters*

- Business and Office Occupations (DATA Management Services)
- All clusters share PEOPLE Management Service Occupations

WoW TECHNICAL SERVICE Function Clusters*

- Environmental Occupations
- Marine Occupations
- Public Service Occupations

These groups of related occupations--WoW Function/Clusters (WoW F/C)--can be used to provide Initial Career Exploration instruction that would support the following learner outcomes:

- Identification and initial exploration of WoW Function/Clusters of interest.
- Increasing awareness of the range of occupational opportunities within the WoW Function/Clusters.
- Tentative selection of a WoW Function/Cluster for in-depth exploration.

During the junior high years, a learner could explore several WoW Function/Clusters of interest through classroom activity structured to infuse career education objectives, relevant interdisciplinary academic instruction, and out-of-school, world of work exploration.

The learning activities to which the learner is exposed must focus upon the occupational "facts of life" and, in particular, communicate the aptitudes, abilities, and life styles of the individuals who fill particular occupational roles in the work environments explored.

Emphasis should be placed upon providing opportunities for realistic consideration of:

- The learner's ability to practice logical direction-setting.
- Decision-making in relation to the many Career Role options available.
- The consequence of a given Occupational Role choice upon values individually held in relation to the Citizen, Family, and Leisure Roles desired in a career.

Career Exploration is the time in a career education instruction/guidance program when the learner is expected and allowed to change occupational role direction. The program is to be designed so that the learner discovers the need to explore the questions:

Who am I?
What am I?
Where am I going in my career?

*U.S. Office of Education Occupational Cluster Titles

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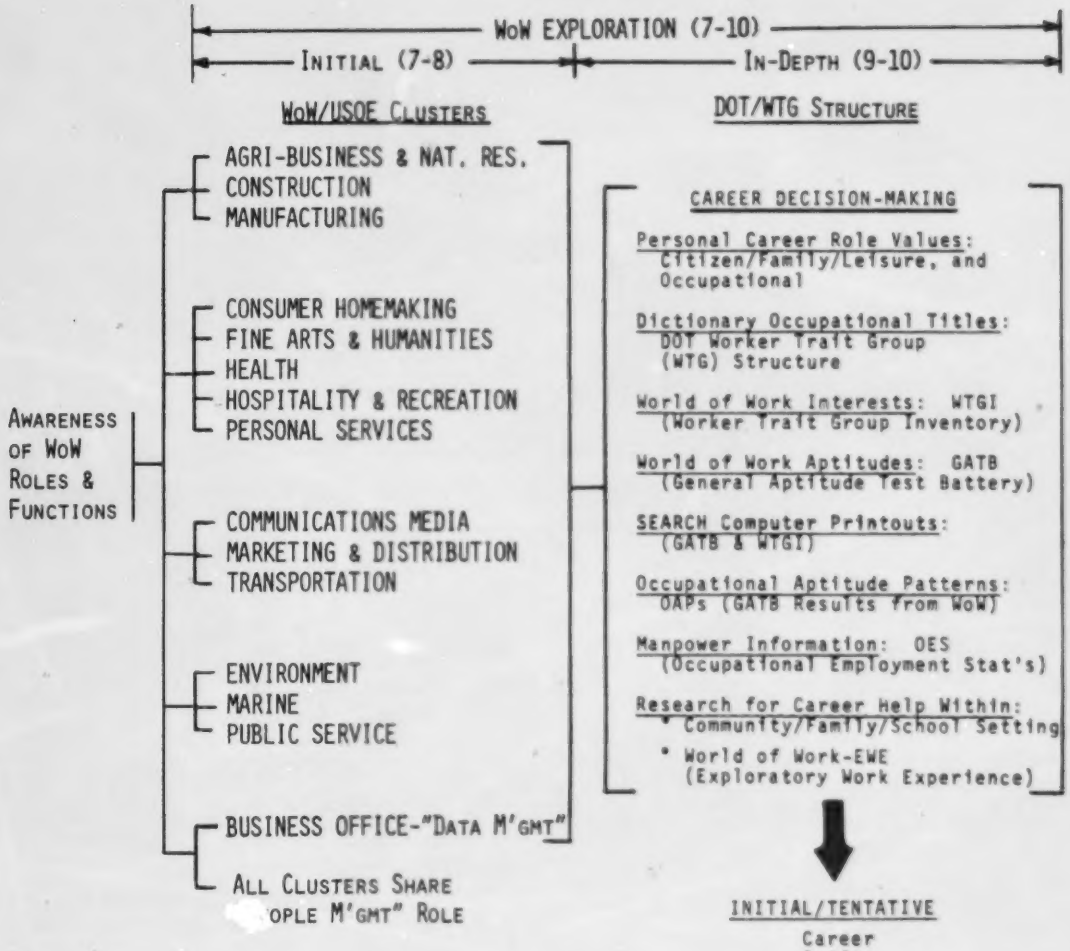
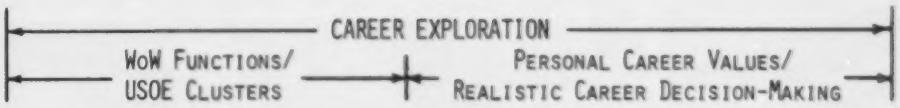
IsIs Career Education System: World of Work (Occupational) Role Structure*





To utilize the USOE clusters to explore occupational role interests (FANTASY) and the environments in which WoW Roles & Functions take place.

To clarify personal career roles value relationships: citizen/family/leisure/ and occupational.

To explore in depth (in school & WoW) the Worker Requirements (REALITY) of selected occupational roles.

To relate Worker Trait Group (WTG) Information (Dictionary of Occupational Titles - DOT) to personal career values and assessed WoW aptitudes/interests/ (GATB/WTGI), known Occupational Aptitide Patterns (OAPs), and occupational opportunity in making an occupational role career decision.

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APPENDIX D

CAREER DECISION-MAKING

FREMONT UNIFIED SCHOOL DISTRICT

INNOVATING SYSTEMS IMPLEMENTATION SERVICE, INC.
2710 N.W. MULKEY - CORVALLIS, OREGON 97330 TEL: (503) 752-2181

SEARCH

SEARCH* (Self-Exploration, Assessment, Research for Career Help) is a systematic effort to adapt Employment Service (ES) counselor-related tools, information, and methodology to better serve the instruction/guidance needs of Non-ES clients. Two ES assessment devices--the General Aptitude Test Battery (GATB) and the Worker Trait Group Inventory (WTGI)--are interrelated by computer printouts that permit the client:

1. To look at job requirements in terms of their career consequences relative to self-concept, values, and related life roles to be lived.
2. To examine alternative courses of action to attain career goals.
3. To make rational, quality, career-related occupational decisions.

SEARCH is free from bias in sex, race, and age. It uses formal validation as well as continual client self-validation. It brings the Worker Trait Groups (WTGs) of the Dictionary of Occupationa Titles (DOT) into instruction/guidance programs where they belong. It greatly improves the counseling use of the GATB and the WTGI. It is designed to accept all pertinent occupational and labor market information, including that of the Occupational Employment Statistics Project of the Department of Labor that will soon be functional throughout the nation.

SEARCH in Non-Employment Service Agency Settings

An Oregon nonprofit corporation--Innovating Systems Implementation Service, Inc. (IsIs, Inc.)--has cooperated with the Oregon Employment Division (OED) to respond to the request for training and utilization of SEARCH in Non-ES settings in California. The IsIs group will independently adapt the SEARCH program and materials to more effectively meet the needs of Non-ES personnel and clients in other states. SEARCH (GATB/WTGI) scoring and computer printout generation is provided by Universal Systems Design, Inc. of Oregon.

*SEARCH was originally developed and field tested as the Computer Assisted Occupational Exploration System (CAOES) without federal, state, or local funding. It is Copyrighted and available ONLY on a CERTIFIED USER (program and personnel)--Non-ES or ES--basis.

Since August, 1973, continuing development has been shared with the Oregon Employment Division, U.S. Employment Service. The title and acronym CAOES was changed at that agency's request to SEARCH (Systems Exploration and Research for Career Help) in ES settings.

PROCEDURES FOR INSTITUTING USE OF SEARCH BY NON-EMPLOYMENT SERVICE AGENCIES

1. Enroll trainees in SEARCH workshop to provide training to:

   - Administer USES GATB/WTGI.
   - Interpret SEARCH (GATB/WTGI) printouts in relation to:
     - USES WTGs and OAPs
     - World of Work (WOW) functions
     - USOE clusters
   - Plan proposed use of SEARCH in non-Employment Service setting.
   - Plan purchase of USES--RESTRICTED and nonrestricted GATB materials necessary to SEARCH use.
   - Plan for SEARCH CERTIFICATION.

2. Upon completion of workshop, IsIs notifies Employment Service agencies of personnel and employer agency authorized to purchase RESTRICTED USES GATB equipment/material.

3. Upon completion of workshop, SEARCH trainees:

   - Develop proposed plan for use of SEARCH.
   - Develop resources list--staff/materials/facilities/ time to be provided--for proposed program.
   - Identify trainee who will serve as local SEARCH Specialist (coordinator of SEARCH-related activities).
   - Schedule date for on-site CERTIFICATION.
   - Obtain local administrative approval for proposed program/resources list.

4. Upon local approval, proposed plan for use of SEARCH is submitted to IsIs for review and approval.

5. IsIs reviews proposed SEARCH program/resources list, etc.:

   - Approves
   - Rejects with recommendations for revision

6. USES state agency approves purchase of GATB RESTRICTED material EXCEPT GATB answer sheets.

7. IsIs conducts on-site SEARCH CERTIFICATION.

8. IsIs verifies SEARCH CERTIFICATION to SEARCH computer service agency.

9. IsIs conducts continuing review of SEARCH (GATB/WTGI) use in non-Employment Service settings and ANNUAL RE-CERTIFICATION of non-ES SEARCH programs and personnel.

Non-ES agencies in states other than California will need to request that IsIs/USD, Inc. and their state ES agency enter into a USES GATB Release Agreement adapted to implement SEARCH in the above described manner.

EXHIBIT B

Irvington High School
CAREER DECISION-MAKING
FALL 1976

Quarterly Report
9/30/76

Activities in Sequence

UNIT 1 SELF-EXPLORATION

1. Orientation to course
2. Course selection chart
3. Modeling AEL
4. Self-description AEL
5. Values poll (teacher's guide only)
6. Other's description AEL (1 in book; run copies)
7. Work/leisure values checklist AEL
8. Work/leisure worksheet
9. Want ads
10. Life styles discussion and worksheet
11. Goal identification chart
12. Business Card AEL
13. Peer Influence Chart 1 AEL
14. "Easier to Win" tape
15. Peer Influence Chart 2 AEL
16. Butterfly - 4 stages AEL

UNIT 2 DECISION-MAKING (D-M)

17. Summer Job Choice
18. Pete's Day
19. Decisions - How do you presently make decisions AEL
20. D-M Process/Strategy - development
21. Application of strategy - hypothetical situations AEL
22. Focusing on D-M AEL

UNIT 3 CAREER EXPLORATION

23. F.S. 8A discussion questions - separate AEL
24. F.S. 8B learning about aptitudes AEL
25. Self-estimates of aptitudes/GATB reaction sheet
26. Orientation to SEARCH process
27. Worker Trait Group Inventory
28. GATB Testing
29. CIS F.S. AEL
30. Orientation to CGC, request letter
31. Skim Supplement to choose WTG's which seem interesting (use chart)
32. Determine WTG's related to estimated aptitudes AEL #8
33. F.S. 6 work activities AEL
34. Examining experiences AEL
35. Most enjoyable activities AEL
36. Relating Work Activities (WA) to Occupations AEL
37. WA checklist AEL - separate
38. Identify WTG's related to WA's chart AEL
39. F.S. work situations - unit 7 AEL

40. Examining experiences AEL refer to Booklet
41. Work Situations checklist - AEL separate
42. Identifying WTG related to Work Situations record on chart
43. Identify WTG related to school subjects AEL
44. Mock interpretation
45. Interpret Printouts
46. Summarize WTG Exploration Chart
47. Data-People-Things Survey/discussion
48. Introduction to DOT
49. Qualifications Profile
50. Complete Confirmation Chart
51. SEARCH Worksheet 2

UNIT 4 RESOURCE INVESTIGATION

52. CGC outlines
53. CGC worksheet
54. Profile sheet

UNIT 5 CAREER ACTION

55. Resume (assigned earlier)
56. Job Applications (assigned earlier)
57. Practice Interviews
58. Career Action Plan
59. Review and revise course selections
60. Butterfly update
61. Course evaluations and comment sheets

UNIT 1 Self Exploration

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
1.1 Students describe how they feel about themselves	1.1.1 Modeling (3) 1.1.2 Self description (4) 1.1.3 Other's description (6) 1.1.4 Business Card (12)
1.2 Students identify their personal values, goals, and standards	1.2.1 Values Poll (5) 1.2.2 Work Values Checklist (7) 1.2.3 Want Ads (9) 1.2.4 Work/Leisure value worksheet (8) 1.2.5 Discuss life styles (10) 1.2.6 Goal identification chart (11)
1.3 Students identify stages of personal growth and development	1.3.1 Metamorphosis (16) 1.3.2 Butterfly (update) (60) 1.3.3 Goal identification chart (11)
1.4 Students recognize the existence of peer influence	1.4.1 Peer Influence Survey #1 (13) 1.4.2 Tape "It's Easier to Win" (14) 1.4.3 Peer Influence Survey #2 (15)

UNIT 2 Decision-Making

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
2.1 Students list decision-making strategies presently used	2.1.1 Summer Job Choice (17) 2.1.2 Pete's Day (18) 2.1.3 Decision - How do you presently make decisions (19)
2.2 Calss compiles and evaluates Decision-Making (D-M) strategies presently used	2.2.1 Decision strategies - types and uses (20)
2.3 Class develops acceptable D-M strategy	2.3.1 Develop D-M strategy (20)
2.4 Class practices using the D-M process of hypothetical situations	2.4.1 Focusing on Decision-Making (22) 2.4.2 Application of the D-M strategy (21)

UNIT 3 CAREER EXPLORATION

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
3.1 Students complete self-estimates of aptitudes and interests	3.1.1 Filmstrip 8A, 8B: aptitudes (23) (24) 3.1.2 Aptitude self-estimates (25) 3.1.3 Skim supplement to choose interesting WTG's (31)
3.2 Students use resources related to WTG's	3.2.1 Skim supplement to choose interesting WTG's (31) 3.2.2 Determine WTG's related to estimated aptitudes (32)
3.3 Students determine school subjects related to WTG's	3.3.1 Identify WTG's related to school subjects and vice-versa (43)
3.4 Students identify work activities and situations	3.4.1 Filmstrip: work activities (33) 3.4.2 Filmstrip: work situations (39)
3.5 Students explore WTG's and their characteristics.	3.5.1 Data-People-Things survey (47) 3.5.2 Relating work activities to occupations (36) 3.5.3 Identify WTG's related to work activities (38) 3.5.4 Identify WTG's related to work situations (42) 3.5.5 Identify WTG's related to school subjects (43) 3.5.6 Worker Trait Group Exploration Chart (46)
3.6 Students relate personal experiences to activities and situations	3.6.1 Examining experiences related to work activities (34) 3.6.2 Examining experiences related to work situation (40) 3.6.3 Most enjoyable activities (35)

UNIT 3 CAREER EXPLORATION

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
3.7 Students rank work activities and situations according to perferences	3.7.1 Work activity checklist (37) 3.7.2 Work situation checklist (41)
3.8 Students explore components of the Dictionary of Occupational Titles, Volumes 1 and 2	3.8.1 How to use the D.O.T. (48) 3.8.2 Explore components of the Qualifications profile (49)
3.9 Students complete the General Aptitude test Battery and Worker Trait Group Inventory	3.9.1 Orientation to SEARCH (26) 3.9.2 Take W.T.G.I (27) 3.3.3 Take G.A.T.G. (28)
3.10 Students identify and locate information on G.A.T.B. and W.T.G.I. mock printouts	3.10.1 Mock printout interpretation (44)
3.11 Students interpret information on their own printouts	3.11.1 Interpretation of printouts (45) 3.11.2 WTG Exploration Chart (46) 3.11.3 SEARCH Worksheet 2 (51)
3.12 Students confirm WTG's for further exploration	3.12.1 Confirmation Chart (50)

UNIT 4 resource Investigation

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
4.1 Students will use the Caree Guidance Center to explore WTG's and occupations	4.1.1 Filmstrip: Career Information System (29) 4.1.2 Orientation to Career Guidance Center (30) 4.1.3 Career Guidance Center Outlines (52) 4.1.4 Career Guidance Center Worksheet (53)
4.2 Students will identify available community resources	4.2.1 Resource request letter (30)
4.3 Students will complete a Career Education Profile	4.3.1 Career Education Profile Sheet (54)

UNIT 5 Career Action

OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
5.1 Students will participate in activities designed to help develpp job hunting skills	5.1.1 Resume (55) 5.1.2 Job Applications (56) 5.1.3 Practice Interviews (57)
5.2 Students will plan a course of study	5.2.1 Preliminary Course Selections (2) 5.2.2 Review and revise course selections (59)
5.3 Students will complete a career action plan	5.3.1 Career Action Plan Sheet (58)
5.4 Students will complete a course evaluation	5.4.1 Course Orientation (1) 5.4.2 Course evlauation and Comment sheets (61) 5.4.3 G.A.T.B. reaction sheet (28)

Looking at Myself

Another way to learn about yourself is to examine your thoughts and feelings. In this activity, you can state and evaluate some of your current thoughts and feelings.

Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind. Work as quickly as you can, and don't spend too much time on any one answer.

Then, in the right hand column opposite each response, put a plus if you see your reaction as a strength, a minus if you think it's a weakness, a plus and a minus if it's both, and a zero if it's neither.

(+, -, 0)

1. Today I feel _____ _____
2. I get angry when _____
3. I can't understand why _____
4. I feel bad when _____
5. People think I _____
6. I don't know how _____
7. I like _____
8. I wish people wouldn't _____
9. I am at my best when _____
10. The future looks _____
11. I wish I could _____
12. I look forward to _____
13. I worry about _____
14. I feel proud when _____
15. I am able to _____
16. More than anything else, I want _____

How I Think Others View Me

	usually	sometimes	rarely		usually	sometimes	rarely
adventurous	o	o	o	knowledgeable	o	o	o
aggressive	o	o	o	late	o	o	o
ambitious	o	o	o	loyal	o	o	o
appreciative	o	o	o	loud	o	o	o
bossy	o	o	o	mouthy	o	o	o
caring	o	o	o	patient	o	o	o
cautious	o	o	o	predictable	o	o	o
changeable	o	o	o	proud	o	o	o
cheerful	o	o	o	quiet	o	o	o
clever	o	o	o	real	o	o	o
critical	o	o	o	reasonable	o	o	o
dependable	o	o	o	resentful	o	o	o
fair	o	o	o	sensible	o	o	o
forgiving	o	o	o	sensitive	o	o	o
friendly	o	o	o	serious	o	o	o
fun	o	o	o	shy	o	o	o
gentle	o	o	o	sharp	o	o	o
gossipy	o	o	o	a show off	o	o	o
happy	o	o	o	smart	o	o	o
humorous	o	o	o	talkative	o	o	o
hurtful	o	o	o	true	o	o	o
imaginative	o	o	o	trusting	o	o	o
independent	o	o	o	unselfish	o	o	o
kind	o	o	o	witty	o	o	o

activity F Peer Influence

Your peers can influence your choices. This is natural. This influence may be very strong at this time in your life. Knowing how your peers influence you can help you in making decisions.

In this activity, you will examine when and to what degree your peers affect your decisions.

1. Complete the Peer Influence Checklist on page xx in your Activity Booklet.

How much my friends influence my decisions about	I			II		
	NOT AT ALL OR VERY LITTLE	SOME	A LOT	NOT AT ALL OR VERY LITTLE	SOME	A LOT
1. What classes I take						
2. What books I read						
3. What I will do after high school						
4. Whether and where I will go to college						
5. Who I will date						
6. Who my friends are						
7. What grades I get						
8. How I treat other kids						
9. What records I like						
10. What I'd like to be						
11. Whether I smoke						
12. Whether I get a part time job						
13. How I treat my teachers						
14. What clothes I buy						
15. What politicians I support						
16. What my hobbies are						
17. Whether I cheat on a test						
18. Whether I get married after high school						
19. Whether I go to class						
20. Whether I finish high school						

2. Discuss the checklist. Use the following questions as a guide.

   a. In what decisions do your peers affect you the **most?**

   b. Are these areas the **same** for most students in the class? Why, or why not?

   c. Do your peers affect your career decisions **more than your family** does?

   d. In the past few years, have you had a change in your circle of friends? Your circle of friends may have changed for different possible reasons. You may have changed it on purpose. You may be going to a new school. Your family may have moved to a new town. If so, would your previous peers have influenced your decisions in a different way?

activity P Exploring Work Situations

Another type of interest to consider in career exploration is your preference for various types of work situations. People differ in how willing or able they are to adjust to certain situations. Although there are a great many different demands made on workers, these can be grouped into twelve types of situations. In this activity, you will see a filmstrip which describes these situations. It can help you see what situations you prefer and what situations you want to avoid.

1. Discuss the filmstrip, using the following questions as a guide.

   a. Why is it important for workers to be **able** to **adapt** to work situations?

   b. How can you **find out** what types of work situations you prefer without trying them in a job?

   c. How can knowing what types of situations you prefer help you explore occupations?

2. Read the work situation descriptions in the "Guide for Exploring Careers through Work Activities and Work Situations." As you read the descriptions, think about your own experiences in similar situations. List your experiences below the related work situation title.

1. Performing a variety of duties which may often change

   My experiences: _____

   _____

2. Repeating activities or tasks of short duration according to a required procedure or sequence

   My experiences: _____

   _____

3. Doing things only under specific instructions, allowing little or no room for independent action or judgment in working out job problems

   My experiences: _____

   _____

4. Directing, controlling, and planning an entire activity or the activity of others

   My experiences: _____

   _____

5. Dealing with people in actual job duties beyond giving and receiving instructions

   My experiences: _____

   _____

6. Working alone or away from other workers

   My experiences: _____

   _____

7. Influencing people's opinions, attitudes, or judgments about ideas or things

   My experiences: _____

   _____

8. Working well under pressure when faced with critical or unexpected situations or when taking risks

   My experiences: _____

   _____

9. Rating information using personal judgment

   My experiences: _____

   _____

0. Rating information using standards that can be measured

   My experiences: _____

   _____

X. Interpreting feelings, ideas or facts from a personal point of view

   My experiences: _____

   _____

Y. Working within precise limits or standards of accuracy

   My experiences: _____

   _____

activity D Creating Business Cards

The purpose of this activity is for you to develop a business card which describes you. It can reflect how you see yourself **now** or as you picture yourself in the **future**. The following example was designed by a man in California who obviously enjoyed developing it.

PHONE AREA CODE 724
BUS. 382-1465
RES. 384-1863
CALIFORNIA AIR RADIO
SALES AND SERVICE
F.A.A. APPROVED REPAIR STATION NO. 4411
WARRANTY REPAIR STATION FOR
IFD • NARCO • KING • BENDIX • GENAVE
RICHARD (RICK) BROGLUND
OWNER • CHIEF PILOT
CABLE AIRPORT • DOWNLAND, CALIFORNIA
INTRODUCING
RICHARD BROGLUND
AVIATOR EXTRAORDINAIRE (V.H.P.)
SOFT SHOE DANCER
SINGER OF SENTIMENTAL BALLADS
MISSISSIPPI GAMBLER • LOVER OF BEAUTIFUL WOMEN
SOLDIER OF FORTUNE
KNOWN TO TAKE AN OCCASIONAL SIP OF SHERRY
HAVE AIRPLANE — WILL TRAVEL
— SPECIALIST IN —
REVOLUTIONS • GUN RUNNING • BOOTLEGGING
CIVIL WARS • SMUGGLING • COMPETITOR ELIMINATION
— ON REQUEST ONLY —
PRAYER MEETINGS • CHURCH SOCIALS
MARRIAGE COUNSELING
ALSO SELLS RADIOS

1. Make a business card that describes you, using a 3" x 5" blank index card and a marker. The card should reflect **your life and work values.** Select work activities that will allow you to achieve both sets of values. It should represent the kind of person you are or want to become and how you would like others to see you.

2. Share your completed card with the class. Discuss the **values** and **goals** presented by the cards. Can other students identify your **life values**? Can they identify your **work values**? Does your business card tell others what occupations interest you? What does it tell them about your abilities, aptitudes, and skills?

APPENDIX E

CAREER DEVELOPMENT COMPETENCY MODEL

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

CAREER EDUCATION

COMPETENCY BASED CURRICULUM COMMITTEE

GRADUATION RECOMMENDATIONS

1) DECISION-MAKING

Every student will go through a decision making process which will have included the completion of: (a) an educational plan, (b) manual monitoring of the educational plan, (c) completion of the post-high school plan. This particular graduation requirement would meet the following competencies from the model:

RECOMMENDATIONS	ASSESSMENT STRATEGIES
Each student will:	
1.3.9 Formulate a tentative career plan and employ action to carry through the plan that demonstrates assessment of self and desired environment and utilizing available resources.	Each student will complete his/her Career Planning Folder by the 11th grade indicating a post high school plan which will match his/her educational plan.
1.5.5 Identify future career options and entry requirements for employment.	Each student will demonstrate occupational information seeking skills as validated on the Career Folder and Log Sheet.
1.5.8 Demonstrate the decision making process.	Each student will identify and utilize the components of decision making utilizing the decision making model adopted by the staff.
2.1.5 Demonstrate knowledge that learning to learn is a skill.	Student will identify methods of study which address continuous learning. Plans will be recorded in the Students Career Folder.
2.1.7 Identify the in-school educational steps necessary to qualify for selected occupation(s) and/or career.	Students will design the best course of study available for the tentative occupation(s) and/or career choice as recorded in his/her educational plan.

I-1

1) DECISION-MAKING (continued)

RECOMMENDATIONS	ASSESSMENT STRATEGIES
Each student will:	
2.5.1 Demonstrate knowledge of various training routes to career experiences available in school and during secondary school years.	Each student will list the training routes open to him/her during his/her school experience. Any changes in options will become part of an educational plan or a post high school plan.
2.5.3 Know the entry requirements for apprenticeships, community colleges, colleges, universities, unions, private schools, armed forces, work experience programs, and Regional Occupational Programs, whichever is appropriate.	Each student will list entry requirements for either an apprenticeship program, a university, a community college, R.O.P., and work experience. The information will be maintained in the student's career folder.
3.2.5 Formulate a post-high school plan that matches his/her interests, aptitudes, and attitudes with desired lifestyle and desired environments.	Each student will complete his/her Career Planning Folder.

I-2

2) SALABLE SKILLS

Each student will complete one of the vocational courses identified in the District plan for vocational education, including those courses offered by the ROP and will meet the following competencies:

RECOMMENDATIONS	ASSESSMENT STRATEGIES
Each student will:	
2.1.4 Demonstrate job seeking skills, including the job application, the resume, and interviewing for a job.	Student will write a resume and simulate a job interview. This information will become a part of the Career Folder.
2.3.10 Demonstrate acceptable attitudes toward work and school.	Questioning of parents. School/work attendance. Comments by teachers/work supervisors. Completed evaluation form related to a community work experience.
3.2.6 Demonstrate attitudes deemed essential for successful employment.	The student will record his attitudes towards work in his/her Career Planning Folder. Employer/sponsor evaluations will be used to specify job maintenance.
4.2.5 List skills he/she needs to acquire and/or maintain employment.	List skills which are necessary in finding a job. List skills he/she needs to acquire to find a job of his/her choice.
4.2.8 Identify how he/she can utilize pre-graduation work participation to enhance his/her career plans/options.	Prepare a course plan which would maximize his/her time and effort in school in achieving career goals. Participate in a paid or unpaid work experience setting for one semester.

OR:

Provide: (1) proof of employment for 270 hours or more, (2) proof of voluntary experiences in the community for 270 hours or more, or (3) present their case to an appeal panel consisting of a counselor, an administrator, and a teacher, who will decide the merits of the employability of the student.

1-3

382

CONSUMER SKILLS

Each student will take a semester course in Consumer Education in one of the following disciplines: Social Studies, Business Education, Mathematics, Homemaking, or a specific consumer class, and that the content of these courses would meet the following competencies:

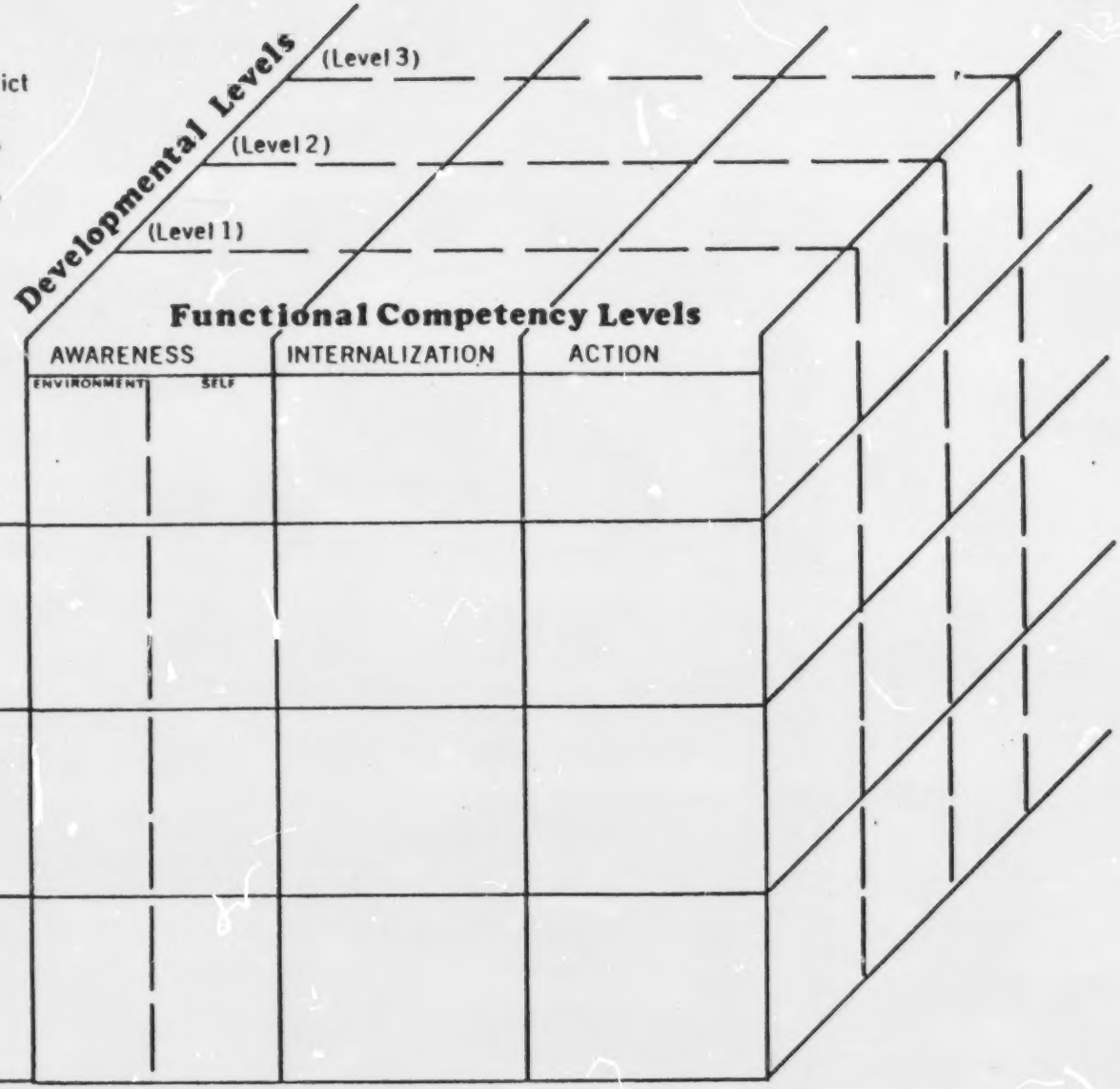
RECOMMENDATIONS	ASSESSMENT STRATEGIES
Each student will:	
4.1.2 Understand that the use of credit is a resource to obtain goods and services which involve responsibilities.	The student will evaluate a credit contract as to the advantages and disadvantages. The student will list the retail store's responsibility with regard to credit contracts. The student will list the factors that determine a person's credit rating.
4.1.3 Describe his/her legal rights and responsibilities as a consumer.	Student will list rights of consumer. Student will identify where liability falls if product proves defective while under warranty, after warranty expires.
4.1.7 Assess merchandising and advertising information given as to whether it is factual or sales appeal before making a buying decision.	Analyze ads and list the factual information contained. Evaluate two personal purchases and prepare written report which identifies reasons for purchase. Analyze ads for "Appeals" used.
4.1.9 Formulate an income allocation plan based on an understanding of banking services, savings and financial institutions, and the role of insurance and investments in providing economic security.	Student will submit a detailed budget based on the given life style of his/her choice. Student will complete accurately a simulated checking account problem in writing checks, making deposits, maintaining a check register, and reconciling the bank statement.
4.1.12 Use and evaluate consumer education sources to meet his/her needs.	Research a product he/she wishes to buy comparing more than one brand and using two or more resources. Prepare a check list of items to check before using a given product.

OR:

Pass a proficiency test which would measure his/her competencies in each of the competency statements listed.

Huntington Beach Union High School District

CAREER DEVELOPMENT COMPETENCY MODEL



CAREER PLANNING AND DECISION MAKING

Individuals differ in their interests, aptitudes, abilities, values and attitudes.

The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences.

Environment and individual potential interact to influence career development.

Individuals must be adaptable in a changing society.

Career planning should be a privilege and responsibility of the individual.

EDUCATION, WORK AND LEISURE ALTERNATIVES

Knowledge and skills in different subjects relate to performance in different work roles.

There is a wide variety of occupations which may be classified in several ways.

Societal expectations influence the nature and structure of work.

There is a relationship between the commitment of education and work and the availability and utilization of leisure time.

There are many training routes to job entry.

LIFESTYLE AND PERSONAL SATISFACTION

Work means different things to different people.

Job satisfaction is dependent on harmonious relationships between worker and work environment.

Job specialization creates interdependence.

OCCUPATIONAL ROLES

Consumer awareness and useage will determine career stability.

Identifying with and participating in adult roles and responsibilities is consummated in the work environment.

Worker traits are transferable to many occupations.

APPENDIX F

COMPETENCY BASED CURRICULUM GUIDES K-3, 4-6, 7-8, 9-12

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

The documents comprising Appendix F
are available in ERIC as ED 145 104-107

APPENDIX G

STUDENT ASSESSMENT FORMS

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

Students Name: _____

Date: _____

Teacher: _____

Grade Level: _____

D PROJECT
STUDENT EVALUATION
Oct., 1977

Directions: Please read each question carefully, then mark in the box to the right of the question, whether you agree or disagree with it.

	AGREE	DISAGREE
1. I understand how to use my Career Folder for determining graduation requirements.		
2. I feel the interest survey was a valuable experience for me.		
3. I understand how my interests are related to occupational choice.		
4. I am aware of the importance of planning now for further education or an occupation following hihg school.		
5. I am aware of some educational and career opportunities available to me after high school.		
6. I know how to obtain the information necessary for educational and career planning.		
7. I understand the relationship between my high school program and my future plans.		
8. The Career Center has the information and materials necessary for future planning.		
9. The career program provided me with useful information about careers.		
10. The career program helped me better understand myself.		
11. I know how many units I need to graduate.		
12. The process of planning my high school courses was beneficial to me.		
13. I would recommend the career program to my friends.		
14. The career program helped me understand how my values (those things important to me) are related to occupational choice.		
15. I plan to use the caree center when appropriate.		
16. The career program has helped me begin to set educational goals.		

	AGREE	DISAGREE
17. The career program has helped me consider several career choices.		
18. The career program helped me in the development of my four year educational plan.		
19. The career program has helped me to make better educational decisions.		
20. As a result of the career program, I better understand the connection between skills learned in specific high school courses, and those skills needed on the job.		

Student's Name: _____

Date: _____

Teacher: _____

Grade Level: _____

Directions: Please circle the best answer for each question.

1. Which of the following is an example of a Career Cluster or Career Group?

   a. accounting
   b. photography
   c. health
   d. nurse
   e. journalism

2. The following are avialable in the Career Center:

   a. career folder
   b. college information
   c. information on career clusters/career groups
   d. a and b only
   e. all of the above

3. The number of credits required for graduation are:

   a. 252
   b. 180
   c. 170
   d. 264
   e. 242

4. Which of the following is not a service you can receive from the Career Center?

   a. scholorship information
   b. bus permits
   c. interest surveys
   d. all of the above
   e. none of the above

5. Information on graduation requirements are available in the:

   a. career folder
   b. student handbook
   c. guidance center
   d. all of the above
   e. none of the above

6. Which of the following represent career alternatives after graduation?

   a. 4 year college
   b. military service
   c. apprenticeship program
   d. all of the above
   e. none of the above

7. An interest inventory

   a. tells you what you can do
   b. tells you which occupation you should enter
   c. tells you possible jobs available to you in your community
   d. all of the above
   e. none of the above

8. Which of the following are part of the decision-making process?

   a. gathering information
   b. considering values
   c. identifying alternatives
   d. all of the above
   e. none of the above

9. Which of the following are examples of personal values? (Not necessarily your own)

   a. high income
   b. independence
   c. security
   d. all of the above
   e. none of the above

10. Priority can be defined as:

   a. a ranking of things in order of their importance
   b. a linking of occupations into a cluster
   c. those things required in an occupation
   d. all of the above
   e. none of the above

11. Aptitude

   a. measures interest areas
   b. leisure time activities
   c. measures abilities or skills
   d. all of the above
   e. none of the above

12. Which of the following represent career alternatives while still in high school?

   a. on-the-job training (CROP or CAP)
   b. California High School Proficiency Examination
   c. Work Experience program
   d. all of the above
   e. none of the above

13. A Career Cluster is a group of:

   a. values
   b. related occupations
   c. strategies
   d. abilities
   e. none of the above

14. The career folder is stored in:

a. the Guidance office
b. the Instructional Center
c. the Career Center
d. the Activities office
e. none of the above

15. The JOB-O and the COPS are examples of

a. interest surveys
b. Kuder/IQ tests
c. GATB
d. all of the above
e. none of the above

16. Courses required for graduation are in the following departments:

a. English
b. Social Studies
c. Math
d. Physical Education
e. all of the above

17. Courses are required for graduation in the following dpeartments:

a. Science
b. Industrial Education
c. Home Economics
d. Business Education
e. none of the above

18. A source for monitoring (keeping track of) one's education progress is:

a. a transcript
b. a career folder
c. a counselor
d. all of the above
e. none of the above

19. The following are examples of possible training routes while in High School.

a. elective choices
b. out of school training (CROP, Work Experience)
c. Volunteer work
d. all of the aobve
e. none of the above

20. An interest is:

a. something you like
b. something you do well
c. something that is required
d. all of the above
e. none of the above

DIRECTIONS FOR ADMINISTERING THE CAREER EDUCATION SURVEY (PRIMARY)

Test in groups of 5 children.

Administrator says:

I am going to read some statements to you. If you think the statement is true, circle the word "Right". If you think the statement is not true, circle the word "Wrong". If you don't know if the statement is true or not true, circle the "Question Mark". For example, if I were to say, "I like ice cream," you would circle which one? Any questions?

Read each statement twice and make sure each child marks every item.

I.D. Numb r_____

____Pre ____Post

____Experimental ____Control

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (Primary)

Name_____Grade_____Date_____

School_____Teacher_____

Instructions: Put a circle around your answer.

1.	In our own families, we all have special jobs.	Right	?	Wrong
2.	Cars are usually built by only one person.	Right	?	Wrong
3.	People need to use numbers for many jobs.	Right	?	Wrong
4.	You can lift a heavy box easier if someone helps you.	Right	?	Wrong
5.	Because we live in the city, we do not need farmers.	Right	?	Wrong
6.	People your age can help you sometimes.	Right	?	Wrong
7.	Some people like their jobs more than others.	Right	?	Wrong
8.	You could play soccer even if you were all alone.	Right	?	Wrong
9.	It is harder to listen to the teacher's directions if you are talking to your neighbor.	Right	?	Wrong
10.	When you grow up and have a job, you will use some of the things that you are learning in school.	Right	?	Wrong
11.	Every person in your family helps in some way.	Right	?	Wrong
12.	People work only to make money.	Right	?	Wrong
13.	When you grow up, you will need to know how to count some things.	Right	?	Wrong
14.	Some of the things you are asked to do at home are different from some of the things you are asked to do at school.	Right	?	Wrong

CAREER DEVELOPMENT SURVEY (Primary)

15.	School children have the same jobs as adults.	Right	?	Wrong
16.	One reward of doing a job is feeling good about it.	Right	?	Wrong
17.	Every day you use something made by someone else.	Right	?	Wrong
18.	It is important to get along with other people at school.	Right	?	Wrong
19.	Playing safely on the playground is an important job of your's.	Right	?	Wrong
20.	Policemen, store owners and plumers help us by doing their work.	Right	?	Wrong
21.	There is at least one thing that you can teach someone else.	Right	?	Wrong

DIRECTIONS FOR ADMINISTERING THE CAREER EDUCATION SURVEY (MIDDLE AND UPPER)

Test in groups of 10 children.

The administrator says:

I am going to read some statements with you. You will circle the word that tells what you think about each statement. If you think the statement is true, circle the word "true". If you think the statement is not true, circle the word "false". If you do not know if the statement is true or false, circle the "question mark". For example, if I were to read the statement, "All people need food to live," what would you circle? Do you have any questions?

Read each statement twice and make sure each child marks every item.

I.D. Number_____

____Pre ____Post

___Experimental ____Control

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (4-5)

Name_____Grade_____Date_____

School_____Teacher_____

INSTRUCTIONS:
Circle the answer that best describes what you think about each statement. Mark an answer for each statement.

		TRUE	DON'T KNOW	FALSE
1.	A healthy person will develop better physically.	True	?	False
2.	People who work in our community are mostly farmers.	True	?	False
3.	As you grow up it is possible to change your mind about the kind of job you would like to have.	True	?	False
4.	If you life in a city, you have more jobs to choose from than if you live on a farm.	True	?	False
5.	There are many jobs that exist today that did not exist ten years ago.	True	?	False
6.	Everyone agrees that money is all you should work for in a job.	True	?	False
7.	A fireman does not need to be in good physical condition.	True	?	False
8.	To be an astronaut, you have to know how to read, write and do math problems.	True	?	False
9.	When you talk to people, they always understand what you mean.	True	?	False
10.	You have to think more on some jobs than others.	True	?	False
11.	It takes many people to make a new car.	True	?	False
12.	People from other countries help us by sharing ways to cook food.	True	?	False

	TRUE	DON'T KNOW	FALSE
13. Forest rangers work to protect the scenery and health of animals in the forest	True	?	False
14. You will enjoy all of the same things when you grow up as you do now.	True	?	False
15. Schoolwork is easier when you like your classroom.	True	?	False
16. The only time you learn anything new is in school.	True	?	False
17. All people agree on what is right and wrong.	True	?	False
18. It is important to think of many things before making a decision.	True	?	False
19. What you do in your free time does not affect your family.	True	?	False
20. You are likely to live in the same neighborhood when you grow up.	True	?	False
21. Taking care of your house and yard is one way of being a good neighbor.	True	?	False
22. When you graduate from school, you have learned everything you are going to learn.	True	?	False

I.D. Number_____

___Pre ___Post

___Experimental ___Control

FOUNTAIN VALLEY SCHOOL
CAREER DEVELOPMENT SURVEY (6-8)

Name_____Grade_____Date_____

School_____Teacher_____

Instructions:
Circle the answer that best describes what you think about each statement.
Mark an answer for each statement.

		TRUE	DON'T KNOW	FALSE
1.	You would have to move to a new location if you wanted to work as a gardner.	True	?	False
2.	Knowing what you can do well might influence your plans for a career.	True	?	False
3.	There are many jobs that exist today that did not exist ten years ago.	True	?	False
4.	How we feel about ourselves does not affect our job choices.	True	?	False
5.	A person can alsway find the job he wants in any area of the country.	True	?	False
6.	Most jobs require some knowledge of reading, writing and math skills.	True	?	False
7.	Your relationship with your teacher is similar to that of an employer and employee.	True	?	False
8.	Tt is not important to compare products when making a purchase.	True	?	False
9.	Only adults should have a savings account.	True	?	False
10.	People who are always on time for school will likely be late for work.	True	?	False
11.	Spelling ability is not important for a secretary as long as he/she can type well.	True	?	False
12.	It is all right to take things from a store as long as you work for that store.	True	?	False
13.	A mailman does not need to have reading skills.	True	?	False
14.	It is always best to buy the cheapest item you can find.	True	?	False

	TRUE	DON'T KNOW	FALSE
15. Your choice of a career is not influenced by how well you do in school subjects.	True	?	False
16. A laboratory researcher is likely to work with more people than an office receptionist.	True	?	False
17. Your family's opinions influence your choice of a career.	True	?	False
18. You have to study the same subjects in high school and college whether you are going to be a forest ranger or a lawyer.	True	?	False
19. It is not important to consider your hobbies in the choice of a career.	True	?	False
20. Following instructions from a boss on a job is much like following directions from your teacher now.	True	?	False
21. Your friends can never influence the way you feel about things.	True	?	False
22. The environment in which you work should not be an important consideration in your choice of a career.	True	?	False
23. Good grades in science are not important for a person who wants to be a doctor.	True	?	False
24. It is important only for poor people to plan and budget their money.	True	?	False.

Revised Fall, 1977

APPENDIX H

PUBLICITY

FREMONT UNIFIED AND HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICTS

THE ARGUS

A consolidation and continuation of the News-Register

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Irvington program serving as model

By TOM DEBLEY

FREMONT — The career guidance program for students at Irvington High School here is a model project which "thousands of communities in this country are looking for," says former U.S. Secretary of Labor Willard Wirtz.

Wirtz, now director of the National Manpower Institute, recently toured the Irvington career center, which is the first of its kind in the nation.

It is serving as a pilot for development of similar programs elsewhere, said Jim Mayo, career education director for Fremont schools.

Wirtz said the project restored his faith in the ability of public school systems to give students worthwhile career guidance.

The Irvington High center melds the old programs of career guidance and work experience with a computer data bank which gives students access to information on up to 40,000 potential jobs, according to Mayo.

Students, previously unable to put job information to much use, can now take the information, go anywhere in the Bay Area for on-the-job experience, and then return to school to use computers to tailor their classes to career interests and abilities, he said.

"I realize," Wirtz told school Supt. Wayne Ferguson in a recent letter, "that I had . . . come very close to the conclusion that the inertial forces working within the school system are so strong that we are almost going to have to look elsewhere in the community to find the dynamics for developing a more meaningful education-work relationship.

"I come away . . . with a renewed sense that if the top administration within the school system is persuaded that change is necessary on this front it can be successfully brought about as part of the discharge of the academic function . . .

"It is terribly gratifying to me personally . . . to find that this can, in fact, be done."

Wirtz, labor secretary under Presidents John F. Kennedy and Lyndon B. Johnson, said the Irvington project is "a model which comes very close to being what simply thousands of communities in this country are looking for."

He said he believes it has "real possibilities of successful replication in other communities."

Mayo said plans call for expansion of the program to Mission San Jose and Kennedy high schools here in September as well as Memorial High School in neigboring Newark.

Workshop called overly idealistic

Editor's note: The following editorial reflects the views of the writer only and does not necessarily reflect those of The Argus.

By VALERIE CROWELL
Irvington High correspondent

Recently classes were brought to a halt at Irvington High School in favor of a three-day workshop prepared by some psychologists The purpose: to "psychoanalyse" all students and teachers at Irvington in a short three-day period, or it seemed.

The program was designed to establish the goals of the teachers and students and incorporate them into one utopian-plan to make school the perfect dreamland for any student.

Unfortunately, the idea of the workshop itself was overly idealistic. It required students to come to school for three days when they didn't have classes. Students were not excited about setting goals for three days. They are fed up with the "quick set your goals or life will pass you by" routine which is regularly rammed down their throats by "career experts." Can you blame them?

School is an educational facility. Simply that means that students are to learn at school. Is that so ridiculous?

During the workshop the administration passed out a list of their goals for Irvington. It included one goal simply labeled, "is literate." Is literate? Are they crazy? A fourth grader "is literate" but can he survive in today's computerized world with that kind of an education?

Does it take three days of goal setting to figure that out?

The whole workshop was a complete waste of time and money. Who's idea was this farce? The buck was passed around a faculty meeting until it finally landed in the lap of an administrator who wasn't present for the meeting or the workshop. How can a school expect to turn out decent students when the administration displays such indecisiveness? The workshop was planned without consent of teachers or students and both groups were forced into it. Consequently, both groups resented it. The students were bored and resentful. This was evident in their lack of attendence. If attendence was taken in Santa Cruz the ADA would have been higher than it was at Irvington. The administration had foresight enough to know that this was going to happen. So in a brave effort to avoid this problem they announced that these three days were "school days" and that attendence was mandatory. Stupid move. Those who feared suspension simply had their parents call in sick for them. Good example, folks. You're not much better off than the administration.

By Thursday afternoon (the second day) some of the best classes were down to 50 per cent absence. School was canceled by 11:30 Friday because to many student leaders went to the beach. What will happen to these cutters? Nothing, says the administration.

Will these three days make any definite changes in the operation of Irvington. Probably not, says the administration. The departments are being reorganized. Especially English. Yes, the students decided that they couldn't read. This would have been done anyway. Did they have to stop school for three days to figure that out? The waste for those three days was astronomical. First, the money lost from the severe drop in attendance.

The administration claims that only 500 students were absent on Friday. They lose approximately $5.51 for every student absent per day. Substitute teachers were observing the workshop. These run approximately $27 apiece. Each student received a stack of approximately 10 mimeographed sheets. With 2,600 students this comes out to 26,000 sheets of paper which were sometimes never used or even passed out. This happened in a school where students provide their own paper, even for typing, where the paper squeeze hinders instruction. Not to mention the cost for the psychologists. The workshop had to cost taxpayers somewhere a pretty penny, whether the workshop was state funded or locally funded.

Why can't schools stick to education? Why must they psychoanalyse all their students? When will school personnel knock off their "set your goals quick, how's your head?" jibberish and return to the original purpose of school, educating?

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

MAILING LIST FOR MATERIALS

Jim Boone
Vice Principal
Carlsbad High School
801 Pine
Carlsbad, CA 92008

Jay McCauliff
Eastunion High School
15500 Sunion Rd
Manteca, CA 95336

James A. Curran
Vocational Education Counselor
609 South Gold Street
Yreka, CA 96097

Whittier Union High School District
Mary Weston
Extended Experience Program
Career Center
Whittier High School
12417 E. Philadelphia St.
Whittier, CA 90601

Mrs. Johann Ulzich
Work Experience Education
Coodinator
Palos Verdes High School
600 Cloyden Road
Palos Verdes Estates, CA 90274

Eleanor E. Murray
Exploratory Work Experience Education
Glendale High School
1440 E. Broadway
Glendale, CA 91205

David A. Langdon
Work Experience Education Counselor
Monterey High School
P.O. Box 1031
Monterey, CA 93940

Ms. Frances L. Whiten
Work Experience Counselor
Career/Vocational Office
Pasadena Unified School District
351 South Hudson Avenue
Pasadena, CA 91109

RoseMari Finter
Vocational Education
Work Experience Education
San Ramon Valley
Unified School District
699 Old Orchard Road
Danville, CA 94526

Robert W. Bassard
Vocational Counselor
Workman High School
16303 E. Temple Ave.
City of Industry, CA 91744

Fredric J. Miracle
Work Experience Coordinator
Woodland High School
21 North West Street
Woodland, CA 95695

Mary Anne Lucio
Work Experience - Career Education
John A. Rowland High School
2000 S. Otterbein
Rowland Heights, CA 91748

Duncan Macdonald
Coordinator
Work Experience Education
Montgomery High School
217 Ridgeway Avenue
Santa Rosa City Schools
P.O. Box 940
Santa Rosa, CA 95402

Delores C. Smith
Coordinator - Work Experience
Morningside High School
10500 S. Yukon Avenue
Inglewood, CA 90303

Joseph A. Merva
Teacher-Coordinator
Work Experience Education
Fairfield High School
205 E. Atlantic Avenue
Fairfield, CA 94533

A. L. Hartig
Work Experience Educator
33000 Yucaipa Blvd.
Yucaipa, CA 92399

MAILING LIST

J. James Albert
Head Counselor
Corcoran High School
Guidance and Counseling Office
Letts & Whitley Avenues
Corcoran, CA 93212

James Curran
Siskiyou County Supt. of Schools
609 S. Gold St
Yreka, CA 96097

Jacqueline Oakes
Career Education Coordinator
Santa Ana High School
520 W. Walnut St
Santa Ana, CA 92701
(714) 558 5821)

Robert Patterson
Director Career Infor. Center
Foothill High School
19251 Dodge Ave
Santa Ana, CA 92705
(714) 832 1031

Bob Jervis
Bd. of Ed Anne
Arindel County
Anapolis, MD 21401

Dr. Ruth Samsel
S. Brunswick HS
Major Road
Monmouth Junction, NJ 08852

Judith Grutter
Counselor LA County Regional Occupational Program
Santa Monica High School
601 Pico Blvd
Santa Monica, CA 90405
(213) 927 5551

Theressa Ann Sams
Work Experience Education Coordinator
Jereann Bowman High School
27915 Whites Canyon Rd
Canyon Country, CA 91351

St. Paul Public Schools
Career Education Resource Center
Juanita Morgan
1610 N. Victoria
Saint Paul, Minnesota 55117

F.M. Asche
110 Lank Hall
VPI & JV
Blacksburg, VA

Port Arthur Independent School Dist
Mr. Glenn D. Thibodeaux
Vocational Counselor
4801 Byrne
Port Authur, TX 77640

Angie Guerrero
1420 Wilder, Apt. # 12
Honolulu, Hawaii 96822

Roger S. Killion
Poudre R-1 School District
2407 La Purte Ave
Fort Collins, CO 80521

Alax MacLachlan
Counselor
Lawrence Junior High School
10100 Variel St.
Chartsworth, CA 91311

Barbara Kruis
Fallbrook High School
P.O. Box 368
Fallbrook, CA 92028

Bob Nelson
El Camino High School
400 Rancho Del Oro
Oceanside, CA

Lou Pollock
Counselor
Santana High School
9915 Magnolia
Santee, CA 92071

W. D. Wilkins
Guidance Coordinator
Career Guidance Services
Department of Education
6401 Linda Vista Road
San Diego, CA 92111

Mary J. Quimby
Career Development Specialist
El Cajon Valley High School
1035 Madison Ave
El Cajon, CA 92021

MAILING LIST

Edna M. Goodwin
Santa Fe High School
10400 Orr & Day Road
Santa Fe Springs, CA 90670

Mary Moffatt
Mountain High Alternative School
1253 W. 9th St.
Upland, CA 91786

Jude Dunfee
Apple Valley High School
Apple Valley, CA 92307

Betty McFerson
El Dorado High School
1651 N. Valencia Ave
Placentia, CA

Russell D. Harri
Mojave High School
15732 O St.
Mojave, CA 93501

Don Lucas
Terra Linda High School
320 Nova Albion Way
San Rafael, CA 94903

Dr. Robert D. Hayes
El Rancho High
6501 S. Passons Blvd.
Pico Rivera, CA 90660

Steve Larivee
Counselor
Valhalla High School
1725 Hillsdale Rd.
El Cajon, CA 92020

Pat Pierce
Newark High School
6201 Lafayette Ave.
Newark, CA 94560

Donna Thompson
Bassett U.S.D.
904 N. Willon
La Puente, CA 91746

Jill Trefz
Memorial High
39375 Cedar Blvd.
Newark, CA 94560

Ms. Margaret Anstin
Career Center Coordinator
DeAnza College
Foothill-DeAnza Community College District
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 257-5550

MAILING LIST

Edna M. Goodwin
Santa Fe High School
10400 Orr & Day Road
Santa Fe Springs, CA 90670

Mary Moffatt
Mountain High Alternative School
1253 W. 9th St.
Upland, CA 91786

Jude Dunfee
Apple Valley High School
Apple Valley, CA 92307

Betty McFerson
El Dorado High School
1651 N. Valencia Ave
Placentia, CA

Russell D. Harri
Mojave High School
15732 O St.
Mojave, CA 93501

Don Lucas
Terra Linda High School
320 Nova Albion Way
San Rafael, CA 94903

Dr. Robert D. Hayes
El Rancho High
6501 S. Passons Blvd.
Pico Rivera, CA 90560

Steve Larivee
Counselor
Valhalla High School
1725 Hillsdale Rd.
El Cajon, CA 92020

Pat Pierce
Newark High School
6201 Lafayette Ave.
Newark, CA 94560

Donna Thompson
Bassett U.S.D.
904 N. Willon
La Puente, CA 91746

Jill Trefz
Memorial High
39375 Cedar Blvd.
Newark, CA 94560

Ms. Margaret Anstin
Career Center Coordinator
DeAnza College
Foothill-DeAnza Community College District
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 257-5550

MAILING LIST

Robbie Haines
Career Development/
Work Experience Coordinator
Excelsior High School
15711 South Pioneer Blvd.
Norwalk, CA 90650

Walter R. Cruz
Supervisor-Vocational Education
401 S. Inglewood Avenue
Inglewood, CA 90301

Lyle M. Arns
Counselor-Career Education
Montebello High School
2100 Cleveland Ave.
Montebello, CA 90640

Betty Brown
Job Developer
Adult Program
300 Buena Vista
Corona, CA 91720

Maurice S. Whiteley
Work Experience Coordinator
Alisal High School
777 Williams Road
Salinas, CA 93901

Gerald Van Soelen
Coordinator
Career Education-Work Experience
Education
120 E. Grangeville Blvd.
Hanford, CA 93230

David L. Kuzmich
Work Experience Coordinator
M. Carmel High School
9550 Carmel Mountain Road
San Diego, CA 92129

Mrs. Edna Goodwin
Extended Experience Program Teacher
Career Center
Santa Fe High School
10400 South Orr and Day Rd.
Santa Fe Springs, CA 90670

Sue Schiffer
Career Experience Education
2000 W. Winton Ave.
Hayward, CA 94545

Jackie Conolley, M.A.
Counselor
Olympic High School
1651 16th Street
Santa Monica, CA 90404

Vickie Ward
Career Development Counselor
Career Development Services Department
5100 Normal Street
San Diego, CA 92103

Milan Wight
M. Diablo USD
1990 N. 6th St.
Concord, CA 94519

Doris Breed
Workman High School
16303 E. Temple Ave
City of Industry, CA 91744

Dave Kuzmit
9550 Carmel Mountain Rd.
San Diego , CA 92127

Bob Evans
Gunderson High School
622 Gavnoabert Ln.
San Jose, CA 95136

Jerry Barnacle
625 Arthur St.
Novato, CA 94947

Ellen Francisco
Santa Monica High School
601 Pico Blvd.
Santa Monica, CA 90405

Gerri Evans
Costa Mesa High School
2650 Fairview Road
Costa Mesa, CA 92626

MAILING LIST

Ms. Judy Tyle
Monterey High School
Herrmann Drive
Monterey, CA 93940

Barbara Hutcheson
CETA Coordinator, Career Counselor
Montebello Unified School District
Vail High School
1230 South Vail Avenue
Montebello, CA 90640

728-0442

Katherine C. Gratz
Career Counselor
Montebello Unified School District
Bell Gardens High School
6119 Agra Street
Bell Gardens, CA 90201

773-4316

David C. Paradowski
Career Development Specialist
Grossmont Union High School District
Work Experience Education
El Capitan High School
10410 Ashwood
Lakeside, CA 92040

Office: 443-1083
Home: 561-2700

Mr. Winston Burnham
Pace High School
Pace, Florida

Palmdale High School
Palmdale, California

Mr. Don Antonio
Ms. Liz Armigo
Lugo High School
Chico, California

Ms. Marilyn Lilly
Leland High School
San Jose, California

Westmont Elementary School
Westminster, California

Barstow High School
Barstow, California

Alhambra High School
Alhambra, California

Bushard Elementary School
Fountain Valley, California

Grossmont High School
San Diego, California

Dr. Swan
California State University
Long Beach, California

Dr. Francis Bennie
Dwyer Intermediate School
Huntington Beach, California

Ms. Doris Allen
Board Member HBUHSD

Mr. Gary Holman
Brea Olinda Unified School District
Brea, California